

CHAPTER III

RESEARCH METHOD

A. Research Design

Researcher are going to use a qualitative research design for this study. It was picked because it provides an explanation of social phenomena. So, the goal of qualitative research is to help people comprehend the social processes that have an impact on them. The social phenomenon that occurs, in this case, is that students in MTsN 3 Banjarmasin are required to complete courses via the Internet and practice pronunciation as part of their web-based English language instruction. The researcher wanted to know what approach was used by English teachers in their teaching at MTsN 3 Banjarmasin. Therefore, qualitative approach method is suitable for this research, because it makes it easy to write to collect data.

After deciding on a qualitative research design, researchers use a descriptive qualitative approach. Using the descriptive qualitative research approach, researchers can gather information or theory research at any time. It's possible that this study employed a qualitative descriptive methodology. The researcher is attempting to identify a mispronunciation in MTsN 3 Banjarmasin students in grade 7. As for the analysis errors, these will be verbally described. In order to collect data and express it naturally, language researchers employ the descriptive research method. The researcher decided to take a qualitative approach

in this regard. This is so that the researcher may more effectively respond to the questions raised by the study by using a qualitative research methodology.

B. Research Setting

MTsN 3 Banjarmasin is going to act as the inspiration for this research. In Banjarmasin, Indonesia, there is a Madrasah Tsanawiyah Negeri called MTsN 3 Banjarmasin. Why the researcher choose this school as research setting because the English teacher taught the lessons pronunciation using Web Based Learning.

C. Research Participant

The participant of this study is one English Teacher and ten students at VII A class in MTsN 3 Banjarmasin to make it easier for researcher to research.

D. Data

The research data in this study is the process of teaching pronunciation using Web based learning for students at MTsN 3 Banjarmasin and the challenges faced by teacher when teaching pronunciation using Web based learning for the students at MTsN 3 Banjarmasin. Furthermore, the data is collected from interview and questionnaires.

E. Technique Of Data Collection

In this study, the instruments used include observation, interview, and documentation. Data collection for this study involves the following steps:

1. Observation

A person uses observation as a method to learn about others by observing their behavior in a group setting. Field notes, logging observations in a log or

diary, developing checklists, and using videotapes are some of the techniques utilized in observations. The process of observation begins with the teacher's preparation and ends with the teaching and learning process. The researcher then gathers the information to respond to the first research question.

2. Interview

Interviews were basic to finding the information to collect the data where the person ask question to another responds. By conducting interview, the researcher understood of an individual's background and experience. Consecutive questions were used by the researcher based on the number which have prepared for participants. The questions are about teaching and learning pronunciation in class.

This interview relates to study question number two, which asks about the difficulties teachers at MTSN 3 Banjarmasin have teaching pronunciation utilizing web-based learning. The information from the interview supports the collected observational data. The steps taken by the researcher conducting this interview are as follows: The interview question is first prepared by the researcher. Secondly, the researcher schedules a direct interview with the instructor. Lastly, the data has already been gathered by the researcher.

3. Documentation

The document is one of the easy-to-access and reliable data sources. The lesson plan of the teacher were used as a data source by the author to determine whether or not it was appropriate for use with classroom activities.

F. Data Analysis

The data analysis methods utilized in this research were based on Miles and Huberman's citation in Ulber (2009, p. 339). Transcripts of interview results, data reduction, analysis, and interpretation are all examples of data analysis procedures used in qualitative research. The outcomes of the data analysis can then be used to form conclusions. The methods that researchers use to analyze data are presented below.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data Reduction means summarizing, choosing basic things, focusing on important things, looking for themes and patterns (Sugiyono, 2012, p. 247). Researchers are going to begin with questionnaires and interviews to gather data about the teaching methodology employed by teachers at MTsN 3 Banjarmasin. The data were then copied by the researcher. Data that is pertinent but not pertinent to the research topics is going to be removed. The researcher then presented the data in descriptive form after gathering and reducing it.

2. Display the Data

The data view is the next step. A data display is a structured set of condensed information that permits action and inference. The development of research questions serves as the foundation for the process of minimizing and showing data. The process of creating research questions is 1). How is the implementation of teaching pronunciation using Web based learning for students

at MTsN 3 Banjarmasin? 2) What are the challenges faced by the teacher when teaching pronunciation using Web based learning?

Considering the data gathered during the qualitative research method is typically in the form of the story, it requires sympathy without sacrificing its contents, thus this stage is carried out by providing a succession of facts that is structured and likely to draw conclusions. Next, present the evidence, and finally draw your conclusions.

3. Drawing conclusion and verification

Concluding and verifying are the third and last steps in the study of qualitative data. The qualitative method started articulating what it meant to pay attention to regularity, patterns, explanations, potential configurations, causal flows, and propositions from the outset of the data collection. The analysis also provides confirmation for the conclusions. Making a provisional conclusion when the data has been gathered signals the start of the conclusion-drawing process. In other words, it can be argued that the conclusions are examined and validated to arrive at precise conclusions concerning the methodology employed by English teachers to teach pronunciation to students at MTsN 3 Banjarmasin while utilizing Web-based learning.