

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher wants to discuss the study's methodology. A few items are included as part of the approach for the study. Research design, research setting, participant, data collection technique, and data analysis were all covered.

#### **A. Research Design**

This research was designed to explore the supplementary material used by English junior high school teachers in Parenggean. This research used a qualitative descriptive research design. The researcher used qualitative descriptive research to provide comprehensive-textual descriptions of how people experience a specific research problem. This research design is utilized to understand the research problems better. Qualitative data are data obtained through interviews and observations by the researcher. The researcher decided to collect qualitative data to acquire more profound insight.

Fraenkel, Wallen, & Hyun (2012) stated that qualitative research is research studies the consistency of relationships, events, conditions, or materials. In qualitative research, the main point is identifying, describing, investigating, discovering, and clarifying a community of people's circumstances, emotions, expectations, behaviors, values, beliefs, and experiences (Kumar, 2018). Qualitative research is a study that deeply investigates an issue in a situation or phenomenon. Qualitative research data is in the form of words or pictures. Qualitative research is a type of research whose data is not in the form of numbers

and focuses on understanding the meaning of a social phenomenon. The data generated from descriptive qualitative research is more descriptive and analytical.

## **B. Research Setting**

This research held in the ninth grade at Mts Al-Fajar Parenggean during the English class. The reason for conducting this research on Mts Al-Fajar Parenggean is the first in terms of facilities; this school provides incomplete facilities to support the use of supplementary materials in the classroom. Second, many students find English lessons difficult and boring. However, after the teacher used the supplementary material, the English learning process was more active, and the students got a sense of learning.

For the duration of research conducted in two month from July-September 2023. In detail, July 15<sup>th</sup> 2023 to August 15<sup>th</sup> 2023 researcher did the observation and interview to collect the data in field. Thus, August 16<sup>th</sup> 2023 to September 15<sup>th</sup> 2023 researcher interpreted the data and write it on chapter four.

## **C. Participants/Subject**

The research subject was an English teacher at grade 9<sup>th</sup> of Mts Al-Fajar Parenggean and has experience teaching using supplementary materials in the classroom. The reason why researcher choose the English teacher at grade 9<sup>th</sup> because there is only one teacher in this school. The teacher has experience in teaching English for six years and he has loud voice when he explained the material in front of the class.

## **D. Data**

In this part, researcher explained the sources of data. Researcher would observe what kind of material that explained by the teacher and took notes about what happened in the classroom. Researcher filled the observation sheet honestly. Thus, the data from the observation would be the first data.

In addition, for the interview section did to the teacher, researcher prepared several questions to make sure about the supplementary material which had used in the class. Furthermore, the observation is the first data and the interview is the second data to make all the data more valid.

## **E. Technique of Data Collection**

Researcher used two various of data collection, there are observation and Interview. Both used to answer the research questions above.

### **1. Observation**

Qualitative observation entails observing anything relevant to the phenomena and taking detailed field notes without direct participation in the observed object. The researcher used non-participant observation in this study because the researcher just watched activities in the classroom during the learning process without participating in activities (Christensen, Johnson, & Turner, 2011). Kumar (2018) stated non-participant observation occurs when the researcher does not join in group activities but instead observes and listens to them while making conclusions. In other words, non-participant is observing activities without direct participation as participants in an activity to obtain data from what is observed and listened. In this research, the

researcher observed the use of supplementary material by the subject in the classroom.

## 2. Interview

An interview is a type of data collection where the interviewer asks some questions to the research subject (Christensen, Johnson, & Turner, 2011). Qualitative interviews can gain in-depth information about the participants' ideas, assumptions, knowledge, motivation, and sense about a topic. Textbook are also called in-depth interviews. The researcher collected the data by asking respondents several questions about the systematic use of supplementary materials in English teaching.

In addition, all of the instrument above used in July 15<sup>th</sup> 2013 to September 15<sup>th</sup> 2013. The observation will be held directly or offline, means that researcher came to the school and observe how the use of supplementary materials to the subject. Thus, the interview targeted the English teacher in Mts Al-Fajar Parenggean to investigate the systematic use of supplementary materials in English teaching.

## **F. Data Analysis**

Research used qualitative methods. Three activities are involved in data analysis, according to Miles and Huberman (2019, p. 11): data reduction, data display, and conclusion drawing/verification.

### 1. Data reduction

Data reduction is the process of selecting, focusing, simplifying and abstracting the data which appeared in the field and transfer it into the written

form (Miles, Huberman, & Saldaña, 2019, p. 11). In data reduction researcher will collect the data using the instruments above (part E) to the subject in part

C. The step of observation will do as follow:

- a. The researcher observed the school and the teacher who uses supplementary material in the learning activity.
- b. The researcher asked the subject's permission before observing the classroom at the first meeting. It conducted offline and online, depending on the subject's wish.
- c. During the Observation, the researcher took note of the essential things that happen, fill the observation sheet, and take a photo as documentation.

For interview, researcher did the step as follow:

- a. Making a scheduled time for the interview with the participant.
- b. Before entering the interview, the researcher explains a little about the study's nature.
- c. The researcher opened the interview and interviewed participants with questions about the research topic prepared in advance.
- d. Researchers recorded the conversations with the subject' permission during the interviews. In addition to recording, the researcher took note important information from the participants.
- e. After the interview is completed, the researcher ends the interview by thanking the teacher who participated in the interview.

## 2. Data Display

According to Miles and Huberman (2019), narrative is the most common form of data display in qualitative research (p. 11). Textbook define data display as “an organized, compressed assembly of information that permits conclusion drawing and action” (p. 11). Besides narrative, textbook also suggest other types of data display such as charts, matrices, and graphics, which can help to visualize and summarize the data. Narrative data display involves presenting and interpreting the data in verbal form, using words, sentences, and paragraphs to describe the phenomena under study. After displaying the data in a narrative way, the researcher then proceeds to analyze the data by applying various methods and techniques to identify patterns, themes, categories, and relationships. The final step is to present the findings of the analysis, focusing on answering the research questions. In this case, the researcher aims to answer two main questions: what are the types of supplementary material that English teachers use in teaching ninth grade students in MTS Al-Fajar Parenggean? And how do textbook implement these supplementary materials in their teaching practice?”

## 3. Conclusion Drawing and Verification

The conclusion is an essential part of any research paper, as it summarizes the main findings and implications of the study. According to Miles and Huberman (2019, p. 11) the conclusion is also verified by the data analysis process, which involves data reduction and data display. After

completing these steps, the researcher can draw the final conclusions based on the evidence collected and presented. In this study, the researcher concluded that the supplementary material used by the teacher to teach the ninth class of MTs Al Fajar parenggean was effective and beneficial for the students' learning outcomes. The researcher also provided supporting documents, such as photos and field notes, that were obtained from the observation and interview sessions with the teacher and the students.