

## **CHAPTER III**

### **RESEARCH METHOD**

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

This research was carried out to use a case study. A case study can be defined as an extensive analysis and interpretation of something like a contained environment, a framework that could be split through one case to the another because in a case study it emerges that there are pieces of the system that function cohesively and pattern with one another. As defined by Rahardjo (2017), a case study is, in fact, a series of science-based activities that are in detail, in-depth, and complexly about a curriculum, appearance, as well as action mostly on level of the individual, groups of people, organizations, or institutions in order to gain a thorough understanding of the event. The goals of research for case studies are frequently clear and specific or The actual value.

According to Stake (1994), the objective of case study studies is to identify any peculiarities or distinctive qualities present in the instances under investigation. The case itself is the reason case study research is done, hence the cases that are the subject of the study are the primary goal and focus of the study. Cases can exist and are found in almost all fields, so everything related to cases, including their nature, activities, functions, history, environmental factors, and various other issues related to and affecting cases, must be

thoroughly and comprehensively investigated with the aim of explaining and understanding their existence.

## **B. Research Setting**

This study was conducted at SMP Tahfidzul Qur'an Cindai Alus Martapura. It has been implemented in 2023. The researcher selected this setting for this study because, based on pre-observation, the researcher discovered an interesting situation which matched the matter under this study.

## **C. Participant**

The participants of this study are the first-grade students of Class A. Which consisted of 26 students and English teacher of SMP Tahfidzul Qur'an Cindai Alus Martapura. The teacher was designated as an informant to gather data related to the spying method process via observation guidelines. First grade students in class A were chosen as informants to gather data on student self-confidence and student motivation.

## **D. Data**

The researcher used observation and questionnaires for collecting the data. To identify the students' activities during the lesson, the researcher employed a class activity observation guideline. The researcher did

questionnaires accessible to learners to gauge their interest in speaking skill improvement.

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

In gathering the data to determine the results of the research is the most crucial aspect of the project. Several methods were employed to gather the data for this study, including :

#### 1. Observation

This observation was made in order to understand how students learn using the spying method. Through observation, the researcher was able to identify a process of learning of spying method. The observation centered on the classroom procedure during the spying method through the start of the class to its finish. the observation was employed since the focus of research was behavior of people, work procedures, natural occurrences and small of a group participant. One observation guideline was carried out by the researcher in one meeting (see appendix 2). The observation concentrated on the teaching learning procedure through spying method in the classroom from the beginning until the end of the lesson

#### 2. Questionnaire

The information was gathered from the respondents using a questionnaire. This survey attempted to gather students' opinions about their desire for self-confidence motivation through spying method. There were 10 question along with scale ranging from strongly agree, agree, disagree to strongly disagree was utilized in this survey. (see appendix 3)

Table 1 : The Table of the Questionnaire Point

No	Statements	Points out
1	You want to be able to speak English because of your own encouragement or because you like it	The intrinsic motivation
2	You want to be able to speak English because you want to get rewards or prepare for the future (working internationally)	The extrinsic motivation
3	You want to improve your speaking ability	The intrinsic motivation
4	Most students feel shy to speak English in front of class	The students' motivation
5	The method when learning English can influence students' level of motivation to learn	The students' motivation
6	You can enjoy to learn English when you in a smaller group	The students' self confidence and motivations through spying method
7	You feel confidence to speak English when you in a smaller group	The students' self confidence and motivations through spying method
8	You can increase your motivation to learn when you in a smaller group	The students' self confidence and motivations through spying method

9	You feel more confidence explain the material to your friends when you are in a smaller group rather than in a larger group	The students' self confidence and motivations through spying method
10	In team works, each team member is responsible for giving contributing to complete their team work	The students' self confidence and motivations through spying method

### 3. Interview

Interviews are used to learn more about student's thoughts, feelings, and opinions regarding various situations. In order to find out the motivations behind the students' responses, the researcher in this study used unstructured interviews. Unstructured interviews are unplanned talks in which the researcher does not follow organized interview questions that have been methodically and thoroughly planned for collect the real quote from some students related to their statements in the questionnaire.

### **F. Data Analysis**

There are three concurrent verification flows of activity in the model, including data gathering, data condensation, data presentation, and data conclusion drawing and verifying, according to Miles and Huberman and Saldana (2014). Throughout this study, a data analyzed using four processes, including collected data, data presentation, and drawing/verification.

## 1. Data condensation

According to Miles, the objectives of choosing, focussing, simplification, abstraction, and transformation of the information in field notes or transcripts is known as data condensation. The researcher must now distinguish between the accurate and the false at this point. The researcher concentrates on the data that evaluated through the data condensation. The researcher may find it simpler to keep gathering data.

The following are the various stages of data condensation in this study:

- 1) Data categorization: Classifying data according to particular themes or categories, such sentiment, subject, or kind of response.
- 2) Gather data: eliminate information from the data that is unneeded or duplicated.
- 3) Data reduction: To provide a data summary that is simpler to comprehend and evaluate, numerical information, including the amount of agreeers or disagreeers, might be calculated or combined.
- 4) Data abstraction: Condensing data into significant conclusions or themes that are pertinent to the goals of the study.

In this research, the researcher separated the accurate information from the inaccurate at this stage. The researcher concentrated on the data that could be analyzed through data condensation. The researcher could come across it simpler to keep gathering data.

## 2. Data Display

Data presentation is the following phase, which comes after data condensation and is crucial. It is simpler for the researcher to comprehend what is happening at this point and to do subsequent analysis based on that knowledge. It is also regarded as the method of presenting data simply verbally and narratively in order to arrive at the proper conclusion. As a result, the researcher in this study displays the data using charts and essays, both of which are frequently utilized in qualitative research.

Here, the data will be presented verbally by the researcher in order to illustrate the conclusions, which may be supported by the results of the observational studies and questionnaires that were utilized during the research study. Therefore, the researcher in this research displayed the findings using charts and an essay, both of which are frequently employed in qualitative research.

## 3. Conclusion Drawing and Verification

The last phase involves formulating conclusions based on results and cross-referencing data. As previously stated, they are still provisional and

subject to change if strong justification is discovered for moving on to the next round of data collecting. Data verification is the process of gathering evidence.

In order to conclude out, the researcher compared data display, data condensation, and the concerns raised by this study, specifically the way in which students' responses to their self confidence motivation through spying method along with its processes. The new findings may be summarized up as interactive, narrative, and descriptive.