

CHAPTER III

RESEARCH METODOLOGY

In a study, user research methods is essential for researchers. With the proper research methods, then expect research objectives can be achieved. In research methods contain clues about how a researcher carrying out his research so that it can eventually produce something that is true and the truth can be accountable.

A. Research Design

The design of the study was qualitative descriptive because it was based on the descriptions of the environment, of the participants, and of the practice of English language teaching and learning at SOPO. Qualitative data comprised a combination of documentary interpretation and qualitative analysis.

B. Research Setting

This research takes place at Suanprayawittaya School Chanae district Dsungyow village, on Narathiwat province, Southern Thailand. It is the only one Mathayom school in Chanae district.

The writer takes this school as the location for this research because the writer follow Student Trainee Exchange Program, in Southern Thailand.

C. Research Subject

The subjects of the study were English teachers in Suanprayawittaya school. In accordance with what is already in explain, that this research will describe about the teaching and learning of English in Suanpraya Wittaya. Where the writer will observe how the process of teaching and learning English, and how students in the school receive and understand English learning. This is the reasons to choose teacher

as subjects of research, because the student is the deciding goal and success of what was already done, in addition to this activity also aims to assess the success of a teacher with learning material in explaining utilization of English language.

D. Data Collection Procedure

1. Interview

The researchers choose a method of interviews in this study to learn how to practice english language in teaching and learning at Suanpraya Wittaya School. In accordance with the subject of the research that the interviews done to only one subject : The Teacher. To obtain real data, researchers conduct interviews with spontaneous or not guided but still pays attention to the focus of the research that examined. Researchers throw some questions to teachers , about How aabout teaching and learning english in this school? How about english assignment in this school? Etc.

This method is useful to researchers because it can dig up information about a research topic in depth, even able to uncover things that might be unthinkable by the researchers themselves. Because according to the type of interview that the method of interview is divided into 2 types as seen from the question, namely, an interview structured and unstructured interview. Therefore, in this case the researchers take a structured interview method whereby researchers already know with certainty what information unearthed from the respondent so that it lists the question already made systematically.

2. Observation

The second method is a method of observation or observations directly to the objec of research. Researchers use this method to record directly related the process of

learning and teaching English in Suanpraya Wittaya. In accordance with the plan of study that systematically carried out very precisely, so researchers use this method.

At least, based on the involvement of the researcher in interaction with the object of his research, there are two types of observations. That is, the observation and participant observation nonpartisipan. In this study researchers using this type of observation participants i.e. researchers do the research in a way directly involved in the interaction with the object of his research. In other words, researchers participated as a member of the group that examined. According to the type of the method chosen, here researchers participated in observing the process of learning English in Suanparaya Wittaya School. Here I can see how a teacher in Thailand providing instruction in English, and how do students receive and understand English learning

3. Documentation

Documentation is the supporters used by researchers. With this one, researchers can more fully in data collection. Observations can be documents, pictures (photo), and textbooks in English. With this method, researchers can examine the process of teaching and learning English in Suanpraya Wittaya School curriculum, how it is used, how the teacher gives assignments, and how an understanding of students in English lesson.

The benefits of this method, researcher was able to get the documentation with data that reinforce what has been interviewed and observed. So here, there are no allegations far-fetched data when accompanied with a real form of my research.

E. Data Analysis

The obtained data were analyzed by using techniques suggested by Miles and Huberman (1984), which comprised three aspects: data display, data reduction, conclusion/ verification.

1. *Data reduction*. This refers to the process whereby the mass of qualitative data you may obtain – interview transcripts, field notes, observations etc. – is reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on.
2. *Data display*. To draw conclusions from the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This is a continual process, rather than just one to be carried out at the end of the data collection
3. *Conclusion drawing/verification*. The analysis should allow to begin to develop conclusions regarding the study. These initial conclusions can then be verified, that is their validity examined through reference to your existing field notes or further data collection.