

CHAPTER III

RESEARCH METHOD

This chapter presents five topics dealing with the research method those are research design, data and data sources, technique of data collection, technique of data verification, and data analysis.

B. Research Design

A research design is a systematic plan to study a scientific problem. By stating the research design it will give information about what the approach that used in the study. The research design is also used as a framework that has been created to seek answers to research questions. In this research the writer uses qualitative approach. According to Creswell (1995) qualitative approach is “an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting”. It means that qualitative approach is a study of phenomena in social life, so the environment, situation, and also the problems that will be studied is natural based on what is happened. The purpose of qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed and thorough.

Therefore the use of a qualitative approach in this research match between empirical realities with the prevailing theory used descriptive research. According to Ary (1985), “descriptive research is the research that describes and interprets “what

is". Its major purposes is to tell "what is" (Ary,1985: 26), means that descriptive research is a research which is conducted to describe and interpret existing condition. In this research, the researcher tries to picture out what is the condition, activity and all events in the real field objectively.

It is intended to describe about the teaching EFL that apply in Cambridge Curriculum. The researcher needed some appropriate instruments to collect the data. The researcher selected the interview and also observation as the instruments. This research was generally used to make a description systematically to a certain facts.

C. Data and Data Sources

Data are any selected information that must be collected in the study. Based on Lodico et al (2006: 66) the meaning of data is any type of information collected for use in educational research or assessment. From here, the writer could conclude that data could be information which collected to be used in educational study. The data itself have to be taken from the data source. Source of the data was the subject where the data collected from. Sugiyono (2009: 153) stated that based on the sources, data can be classified into two those are primary data and secondary data.

Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly. In this study, the primary data source came from the conducting of observation of English teaching learning process in the classroom and interview with English teacher. Then, the secondary data of this

study is documentation of Cambridge Curriculum syllabus, CPT test question and scoring rubric for CPT test. The researcher used this primary data to acquire the information about the method, the media, material and evaluation technique used for teaching English and the using of secondary data is to corroborate the primary data.

D. Technique of Data Collection

Collecting data is the primary step in a research, because data is the foundation for research study. Creswell (2014:239) stated that the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. Without knowing the technique to collect the data, the writer would not acquire the data that appropriate with the needed to answer research problem. The writer also needs instruments as a tool in collecting data. In this study, the the writer uses interview, observation, and documentation as a technique to collect the data.

1. Observation

According to Arikunto (2002) observation is a technique of collecting data that done with conducting conscientious research, and systematically recording. Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.” It is a more global type of observation than the systematic, structured observation used in quantitative research. The qualitative researcher’s goal

is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. So, observation is needed to do in this study in order to know directly the teaching process in the classroom. Flick (2009) stated that doing observation it enables the researcher to find out how something factually works or occurs. Fraenklen and Wallen (2009:440-443) mention that there some types of observation:

a. Participant Observation

In participant observation studies, researchers actually participate in the situation or setting they are observing. When a researcher chooses the role of participant-as observer, he participates fully in the activities of the group being studied, but also makes it clear that he is doing research.

b. Non-participant Observation

In a nonparticipant observation study, researchers do not participate in the activity being observed but rather “sit on the sidelines” and watch; they are not directly involved in the situation they are observing. When a researcher chooses the role of observer-as participant, she identifies herself as a researcher but makes no pretense of actually being a member of the group she is observing. The researcher observes the activities of a group without in any way participating in those activities.

c. Naturalistic Observation

Naturalistic observation involves observing individuals in their natural settings. The researcher makes no effort whatsoever to manipulate variables or to control the activities of individuals, but simply observes and records what happens as things naturally occur. The activities of students at an athletic event, the interactions between students and teachers on the playground, or the activities of very young children in a nursery, for example, are probably best understood through naturalistic observation.

In this study, the writer use non-participants observation. The writer observe the teaching process in the classroom, how the way the teacher deliver the material, what media that used by the teacher, and also how is the feedback of the students during the teaching learning process. The writer join in English classroom and pay attention to the application of teaching and learning that involves media, method, evaluation technique and material usage. In this study, the writer uses observation sheet as the instrument to conduct observation.

2. Interview

Interview is the conversation between two or more people in face to face about the problems that studied. It is consist of interviewer that give the question and the informant will answer the question. Fraenklen and Wallen (2009:445) stated that interviewing (i.e., the careful asking of relevant questions) is an important way for a researcher to check the accuracy of—to verify or refute—the impressions he or she

has gained through observation. So, the interview is as the complement of collecting data to make sure that our data is valid. The success of interview is depend on how interviewer can excavate the information from the informant, the creativity of interviewer to get more data. Fraenklen and Wallen (2009:446-447) explain that there are four types of interview:

a. Structured and Semi-structured interviews

Structured and Semi-structured interviews are verbal questionnaires. Rather formal, they consist of a series of questions designed to elicit specific answers from respondents. Often they are used to obtain information that can later be compared and contrasted. In qualitative research, structured and semi-structured interviews are often best conducted toward the end of a study, as they tend to shape responses to the researcher's perceptions of how things are. They are most useful for obtaining information to test a specific hypothesis that the researcher has in mind.

b. Informal interviews

Informal interviews are much less formal than structured or semi-structured interviews. They tend to resemble casual conversations, pursuing the interests of both the researcher and the respondent in turn. They are the most common type of interview in qualitative research. They do not involve any specific type or sequence of questions or any particular form of questioning. The primary intent of an informal interview is to find out what people think and how the views of one individual compare with those of another.

c. Retrospective interviews

Retrospective interviews can be structured, semi-structured, or informal. A researcher who conducts a retrospective interview tries to get a respondent to recall and then reconstruct from memory something that has happened in the past. A retrospective interview is the least likely of the four interview types to provide accurate, reliable data for the researcher.

Based on the types of interview that explained above, in this study the writer uses structure and semi-structure interview. Before doing the interview the writer make a set of questions that related with the study and could answer the research problem. But, the question still can be developed during the interview. The targeted interviews conducted by the writer directly were English teachers of SD Zumrotus Salamah Tawang Sari. The information would be applied on the subject of this study related to what method, media, material, and evaluate technique implemented in his/her teaching English. Finally, the writer recorded their answer and then wrote the result of that recording (see appendix 2).

To reduce research's prejudices on February 7th 2017, the researcher validated the interview guide. The interview guide can be seen in appendix 1.

3. Documentation

The term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts. Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, memoranda, or minutes; or documents of popular culture, such as books, films, and videos. Sugiyono (2007:82) explain that documentation is a record of events that have already passed in the form of text, picture, or the monumental work of someone.

Donald A (1967:442) classified documents into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents.

In this case, the writer use documentation as technique to collect the data. It is about syllabus of Cambridge Primary Curriculum fifth grade, students` book, question sheet of CPT test, and the scoring rubric of CPT test.

E. Technique of data verification

In qualitative study, it is important to state the data verification. It is done in order to know is the data can be trusted or not. One of the technique of data verification in qualitative study is by using triangulation. According to Flick (2009:445) Triangulation means that researchers take different perspectives on an issue under study or more generally speaking in answering research questions. These perspectives can be substantiated in using several methods and/or in several theoretical approaches. Both are or should be linked. Furthermore it refers to

combining different sorts of data on the background of the theoretical perspectives, which are applied to the data”.

According to Bryman (2006: 1) triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuring findings. Based on Denzin (1970) in UNAIDS (2010: 14), there are four kinds of triangulation: Data 'triangulation' (retrieve data from a number of different sources to form one body of data), investigator 'triangulation' (using multiple observers instead of a single observer in the form of gathering and interpreting data), theoretical 'triangulation' (using more than theoretical positions in interpreting data) and methodological 'triangulation' (using more than one research method or data collection technique).

In this study, the writer use data of verification that is methodological triangulation. In this case the writer collect the same data with the different method. As mention before the methods that used to collect the data are interview, observation, and documentation. Triangulation was done to ensure the validity of the study.

F. Data Analysis

Data analysis is the most complex and difficult process in qualitative research, because in this part the researcher must examine and interpret the information that got interview, observation, documents, audio recording, field note, transcript, etc.

Analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher must organize what she has seen, heard, and read and try to make sense of it in order to create explanations, develop theories, or pose new questions.

Maxwell (2005, p. 95) describes this process as follows: “The experienced qualitative researcher begins data analysis immediately after finishing the first interview or observation, and continues to analyze the data as long as he or she is working on the research, stopping briefly to write reports and papers.” So, it means that analyze data in qualitative was done when the researcher start to collect the data, with choosing whether the data are important or not. According to Miles and Huberman (1994: 10) data analysis as consisting of three concurrent follows of activity:

1. Data reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up observation sheet or transcription. In this case the writer reduced the data that have been taken from the interview transcript and observation sheet. The writer discarded and selected the information from interview transcript and observation sheet based on research problem. The writer will make codes in the data that needed and can answer the research problem.

2. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step the process of choosing data simply in the form of words, sentence, and narrative in order that the data collected is mastered by researcher as the basic to take appropriate conclusion. In this research, the data were displayed consist of the information about the media, methods, material, and evaluation technique used by English teachers in teaching English and its implementation in the EFL. In data display, the researcher arranged data systematically in order to get the conclusion as the finding of the research.

3. Conclusion Drawing and Verification

Since the beginning of the research, the researcher made temporary conclusion. Furthermore, it was brought to the perfect conclusion. Making conclusion was the process of drawing the content of data collected in the form of good statement and having clear data. The conclusion drawing could be revealed the media, methods, material, and evaluation technique implemented by English teachers at SD Zumrotus Salamah Tawang Sari. Verification means testing the provisional conclusions for their validity suggest that after getting the data, it is analyzed continuously and verified about the validity. The researcher used triangulation based on Denzin (1978) cited in Miles and Huberman (1994) to validity the data as stated before.