

CHAPTER III

RESEARCH METHOD

A. Research Approach

Before stepping further about the method of this research, the researcher elaborated what research is. Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data.⁵² There are two kinds of research namely qualitative research and quantitative research. There are some differences between Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentences, and in Quantitative research, the data is analyzed using numbers. Richards and Cook (cited in Nunan's book: "*Research Method in Language Learning*") draw a distinction between quantitative and qualitative research as follows:⁵³

Quantitative research is obtrusive and controlled, objective, generalizable, outcome oriented, and assume the existence of facts which are somehow external to and independent of the observer or researcher. Qualitative research, on the other hand, assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an

⁵²David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992), p.3

⁵³David Nunan, *Research Method in Language Learning*, p.4

ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to context or situations beyond those in which data were collected).

The goal of this research is to get clear description of teaching learning process in the Kindergarten level of TK.Hj.Isriati 2 Semarang. So the writer decided to use qualitative approach to this research.

There are many research methods, they are: histories method, descriptive method, correlation method, experimental method and queasy method.⁵⁴ In this research, the writer uses descriptive method.

Descriptive method is a form of research to describe the phenomena that happened like natural phenomena or fictive phenomena.⁵⁵ The writer wanted to describe the teaching and learning activities at the Hj. Isriati 2 Kindergarten Semarang.

This research is field research, field research is for getting primary data from participants directly. Therefore, researcher visited to the setting to do observation.

⁵⁴<http://musyawarahipa.wordpress.com/metode-penelitian-jenis-penelitian-macam-macam-data-penelitian>. 05June 2013.

⁵⁵Sanapiah Faisal dan Mulyadi Guntur, *Metodologi Penelitian dan Pendidikan*, (Surabaya, Usaha Nasional, 1982)p, 119

B. Source of Data

In a qualitative research, source of primary data are the actions and the words and the source of additional data is the written data, documents such as written data, pictures, or statistical data.⁵⁶ If the researcher uses questioner or interview to collect the data, someone who responds or answers the researcher question is the source of data. If the researcher uses observation to collect the data, the source of data is the movable thing or the process which is observed. The research conducted at the Hj. Isriati 2 Kindergarten Semarang where located at Abdurrahman Saleh Street Number 850.

The source of data in this research is as follows:

1. The teacher who gives some further instructional informationer and as an interviewee.
2. The teaching materials, learning assessments, and teaching methods employed at Hj. Isriati 2 kindergarten that has been observed by the researcher.
3. The teaching materials, teaching methods, and learning assessment employed in Hj. Isriati 2 kindergarten that has been observed by the researcher.
4. The school files (the data of teachers and students, lesson schedule, proposal of establishing school), students' worksheet, students' exercise book, and pictures.

⁵⁶Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung, Pt. Remaja Rosdakarya, 2005), p. 216

C. Scope Of The Study

The focus of this research is English teaching learning practice at Hj.Isriati 2 kindergarten classroom in terms of teaching materials, teaching methods, and learning assessment.

D. Time and Setting

Natural environment as direct source of data is one of qualitative research characteristics beside human as data collector and analyzing the data inductively. So, the researcher has to go to the setting directly.⁵⁷ Therefore, selecting the suitable setting is necessary to be concerned. The researcher selected Isriati 2 Kindergarten as setting of this research because it is a kindergarten that introduced English for their students. In other words, this setting is suitable with the goal of this research. And the researcher had collected the data during three weeks on March until April. Nevertheless, the researcher observed one class in kindergarten class.

E. Technique of Data Collection

According to Suharsimi Arikunto, there are some techniques of collecting data. They are test, questionnaire,

⁵⁷Nurul Zuriah , *Metodologi Penelitian Sosial dan Pendidikan*, (Jakarta: PT. Bumi Aksara, 2006), p.93

interview, observation, rating scale, and documentation.⁵⁸ In this study the methods were used observation and interview.

1. Classroom Observation

Classroom observation is an observation that is focused on the understanding of how social events of the language classroom are enacted.⁵⁹ Observation was applied to monitor the teacher's and students' activities during teaching and learning process. It focused on the teaching methods, learning materials, and learning assessment.

In this research, the observation is systematic. The researcher had decided the observation scheme. Generally, the observation scheme contains teaching material, teaching methods, with particular reference on the teaching methods and the medium of instruction, learning aim/purpose, and learning assessment covering the technique of learning assessment and feedback.

The researcher had done observation by going to the school directly. She did it six times in three weeks because in a week there were three days for English lesson (Wednesday, Tuesday and Saturday). The first observation is on Tuesday, 28th March 2013, second observation was on Saturday, 30th March 2013, third observation was on

⁵⁸Suharsimi, Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006),p,127

⁵⁹David Nunan, *Research Method in Language Learning*,p.93

Wednesday, 03th April 2013, fourth observation was on Tuesday, 04th April 2013, fifth observation was on Saturday, 06th April 2013 And the sixth observation was on Wednesday, 10th April 2013. In six times observations, begin; the researcher noted the observation results chronologically. Then she included them systematically in the observation scheme.

2. Interview

Another technique that is used in this research is interview. Interview is the technique of data collection by asking question to the respondents and the answer will be noted or recorded.⁶⁰ Interview also means a dialogue which is done by interviewer to get information from interviewee. The researcher in this case is as interviewer, give question, give mark for the answer and ask for explanation. In other side, the interviewee (can be teacher or student), answer question, explain and sometimes give question back to the interviewer.⁶¹ Interview is conducted to the teacher. Interview is done to know whether teacher's way in practicing English Language Teaching Learning at Hj.

⁶⁰M. Iqbal Hasan, *Pokok-Pokok Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalia Indonesia, 2002), p. 85

⁶¹Sutrisno Hadi, *Metodologi Research*, (Bandung: CV. Pustaka Setia, 2004), 2nd Ed, P. 218.

Isriati 2 kindergarten. The researcher had interviewed the teacher who teaches kindergarten –A2 class.

In the interview, the researcher used semi-structural interview.⁶² The researcher used the general idea to interview. In interviewing the teacher, the general idea includes the teaching method, selecting material, the difficulties, and how assessing the students. The researcher interviewed the teacher on Monday, 15th April as same as what has been scheduled. This is to obtain further information about teaching methods, teaching material, and learning assessment which are not obtained from observation.

The researcher also did unscheduled interviews after class. This is to obtain further explanation about what the researcher watched in the classroom observations.

3. Documentation

It is done to obtain the written data, such as note, transcript, newspaper, magazine, agenda, etc.⁶³The researcher used this method to obtain documents which is related with this research. They are school files (the data of teachers and students, lesson schedule, proposal of

⁶²In semi structured interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question. See at David Nunan, *Research Method in Language Learning.*, p. 149

⁶³Lexy J Moleong, *Metode Penelitian Kualitatif*, p. 216

establishing school), students' worksheet, students' textbook, and pictures.

F. Technique of Data Analysis

According to Prasetya Irawan, data analysis of qualitative research is analysis data toward non numeral data.⁶⁴ Such as; Interview result, notes or report from books, articles, included photograph, pictures, or films.⁶⁵

Bodgan stated that *“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and do enable you to present what you have discovered to others”*.⁶⁶

According to Miles and Huberman, the data analysis in qualitative research can be divided into three steps, they are data reduction, data display and conclusion drawing/verification. The explanation those terms as follows:

⁶⁴Irawan Prasetya, *Logika dan Prosedur Penelitian*,(Jakarta :STA-LAN Press,1999)p.99

⁶⁵Irawan Prasetya, *Logika dan Prosedur Penelitian*,p.100

⁶⁶Sugiyono, *Metode Penelitian Kuantitatif Kualitatif*,(Bandung: Alfabeta, 2008),p. 246

a. Data Reduction

The data that got from field was so many. So, it needs to be reduced. Data reduction means summarizing, choosing, and focusing the main data as a theme.⁶⁷

b. Data Display

After reducing the data, the next step is data display. In qualitative research, the data can be served in flowchart and short explanation. Miles and Huberman (1984) stated that “*the most frequent form of display data for qualitative research data in the past has been narrative text*”.

Displaying data helps the researcher to understand what is happening and to do some things further analysis or caution on that understanding. In this research, the researcher uses narrative text to explain the data.⁶⁸

c. Conclusion Drawing/Verification

The next step is conclusion drawing. To get the credible data, the researcher must find the fixed data. If the conclusion that found in first are same with the last conclusion, so the data is credible. The data that presented preliminary conclusion is still tentative and will change if not found the evidence that supports strong data collection on the next stage.

⁶⁷Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta.2008) p. 247

⁶⁸Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, p. 249

The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because as has been stated issues and problems in the qualitative research is still tentative and will be developed after research in the field.⁶⁹

⁶⁹Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, p. 252