

CHAPTER III

RESEARCH METHOD

A. Reseach Design And Approach

“A research design is a blueprint or a detailed plan of how one intends conducting a research. In addition, that the research design is the logical sequence that connects empirical data to a study’s initial research questions and, ultimately, to its conclusion. The main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research questions”.¹

According to Donald Ary “Inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions.”² By this statement the writer studies to summarize data in numerical indices. The writer physically went to the people, setting, site, or institution to observe or record behavior in it was natural setting.³

In this study the researcher design was use qualitative case study with the type as a census of intangibles because this study concerned with students perception in process. It means the data are not statistic data. It was collected by the students information.

According to Donald Ary stated that “qualitative research is generic term for a variety of research approaches that study phenomena in their

¹Yin, *Case Study Research: Design and Methods*, 3rd Edition, New Delhi: SAGE Publications, 2003, p.20-21.

² Donald Ary, and friends, *Introduction to Research in Education Eight Edition*, USA: Wadsworth, 2010. p. 648.

³ John Crasswell, *Research Desaign Qualitative and Quantitative*, California: Sage Publication, inc, 1994, p. 145.

natural setting, without predetermined hypotheses”⁴ by this statement the researcher study the phenomena in students natural setting. In the qualitative study the writer observes organizations or communicaties to understand the behaviors, interactions, and tacit understanding of the problem.⁵ The data collection in this study are mostly in the form of case study.

A case study is a focuses on a single unit to produce an in-depth description that is rich and holistic. As indicated, case study provides an in-depth description of a single unit. The “unit” can be an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. Casestudy can answer descriptive question (what happened) or attempt to explain why something happened by looking at a process. Case study is attempt to describe the subject’s entire range of behaviors and the relationship of these behaviors to the subject’s history and environment. In a case study the investigator attempts to examine an individual or unit in-depth.⁶

The greatest advantage of a case study is the possibility of depth it seeks to understand the whole case in the totality of the environment. Not only in present actions of an individual but also his or her past, environment, emotions, and thought can be probed. The researcher tries to determine why an individual behaves as he or she does and not merely to record behavior. Case studies often provide an opportunity for an investigator to develop

⁴Donald Ary, and friends, *Introduction to Research in Education Eight Edition*, USA: Wadsworth, 2010. Page 648

⁵Given, *The Sage Encyclopedia of Qualitative Research Methods*, California: Sage Publication, Inc, 2008, P. 9

⁶Donald Ary, and friends, *Introduction to Research in Education Eight Edition*, USA: Wadsworth, 2010. Page 454

insight into basic aspects of human behavior. Case study may employ multiple methods of data collection and do not rely on single technique. Testing, interviewing, observation, review of documents and artifacts, and other methods may be used.⁷

Case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community. The data gathered can include interview data, narrative accounts, classroom observations, verbal reports, and written documents. The researcher selects which type of data to gather based on theoretical orientation that informs the investigations.⁸

By the statements above, the writer concludes that case study is a process of collecting information about the response of population. The writer describes all phenomena based on the fact on the field. Therefore the writer uses the qualitative and case study to find out the students' perception on the non-TBI courses in implementation of curriculum 2011 in the Study Program of English Education.

B. Place and Time of Study

The researcher conducted the research at English Education Study Program of The State Islamic College of Palangka Raya (STAIN Palangka Raya) in G. Obos street Islamic Center. In this study, the writer did research at least two months in collecting all data accurately and

⁷Ibid, page 455

⁸Sandra Lee McKay, *Researching second language classroom*, Lawrence Erlbaum Associates Publishers: New Jersey, 2006. Page 71

briefly. This research did for the seventh grade semester of English Education Study Program.

C. Subject and Object of the Study

The Subject of this study is the students of the Students English Education Study Program in STAIN Palangka Raya, by using Purposive sampling, or *judgmental sampling* is a “stricter” nonprobability sampling process in which the researcher selects respondents with a purpose in mind: the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information from their knowledge or experience.⁹

The criteria of the subjects are; students who is classified in the classes of A, B, and C academic year 2011/2012. The object is the students’ perceptions on instructional methods applied by the lecturers in teaching reading subject. The subject of the study consist 60 students who were gained from the classes. The subjects of the study are limited if they confirmed similar information to the questions given.

The object of seventh years graduation there are 100 students and the sample are 60 students, the writer take random on every class. The researcher choice the subject based on students who has experience on the implementation of the 2011 curriculum. The object of this research is the students perception of the implementation of 2011 curriculum.

⁹Xin lu, *Respondent-Driven Sampling Theory, Limitations & Improvements* Stockholm : karolinka institutet, 2013. page.15

D. Data Sources

Sources of data is the subject where the data found. In this research researcher has found out and took the data by the students' perception about the non-TBI courses of the implementation of 2011 curriculum. Therefore, the researcher collected the data of perception which might be expected to contribute to changes in some aspects of education especially for English education program.

E. Data Collecting Procedures

A method of data collection is typically the procedure that a researcher used to obtain research data physically from the research participants. Data collection in qualitative research involves the gathering of information for a research project through a variety of data sources.¹⁰

Indicate that data collection methods are the ways in which the research data are obtained. A method used for data collection in this study is influenced by the research question and design. There are two basic data-gathering techniques in survey research: interviews and questionnaires.¹¹

In this research the researcher used the second technique as the main technique for collecting the data by the respondents. The type of the questionnaire that the researcher used is directly administered

¹⁰Holloway, *Basic Concepts for Qualitative Research*, London: Hartnolls Ltd, 1997, p. 45
¹¹Ary Donald Cs, *Introduction to Research in Education*, USA: Wadsworth, 2010. p 379.

questionnaires. A directly administered questionnaire is given to a group of people assembled at a certain place for a specific purpose.¹²

In collecting the data for this research, the researcher used observation and questionnaires to obtain the data in order to answer the problem. For more explanation about these procedures were discussed as follow.

There are two basic data-gathering techniques in survey research: interviews and questionnaires.¹³ In this research the writer used the second technique as the technique for collecting the data by the respondents. The type of the questionnaire that the writer used was directly administered questionnaires. A directly administered questionnaire is given to a group of people assembled at a certain place for a specific purpose.¹⁴

Instrument of the study were needed in the research. It was because the instruments were tools to get the data of study. In which the data were the important things to help the writer in answering the problem of study. In collecting the data for this research, the writer used interview and questionnaires to obtain the data in order to answer the problem.

To get collecting the objective data, the writer applied the steps as follows:

¹²*Ibid.*, p 387.

¹³*Ibid.*, p. 379.

¹⁴Johnson, B & Christensen, L., *Educational Research: Quantitative, Qualitative, and Mixed Approaches*, 2nd Edition, Boston: Pearson, 2004, p. 387.

1. The writer prepared the questionnaire.
2. The writer gave questionnaire to the respondents
3. The writer collected the responses.
4. The writer calculated the result of the study.
5. The writer analyzed the data obtained using table, SPSS and to measure the central tendency.
6. The writer concluded the students' perception toward the implementation of 2011 curriculum at English Education Study Program, whether there is positive or negative responses, it based on the obtained data.

Futhermore, the explanation about these procedures were discussed as follow:

1. Questionnaires

Questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities—information that is typically not available from production data alone.¹⁵ Therefore the writer used the closed-ended question toward this research. This type was suitable with the topic of the research which asks the students' perceptions about curriculum implementation. By using this type of question the writer could measure the students' response of the 2011

¹⁵ Alison Mackey and Susan, *Second Language Research*, London: Laurance Erlbaum Associates, 2005, p. 93

curriculum. In compiling the results of the research the writer did the coding. Because the writer used the Likert scale, the interval scales was also used for coding the question. Each response was given a number for example strongly agree = 1, agree = 2, disagree = 3, and strongly disagree = 4.

The questionnaire was constructed in the form of likert scale which consisted of 16 items. The questionnaire design is available in appendix I.

The writer focused on measuring the questionnaires and founding the problems exist in the clarity of the directions and which items might be confusing or difficult the writer did pilot survey. The writer did the pilot study in 17th of February 2014 in English Education Study Program. The writer collected the data by using the questionnaires both of the close-ended and the likert type scale. The result of pilot study results is available in appendix I.

There were some procedures did by the writer in carrying out the pilot study as follow:

- a. The writer did the simple random sampling (15 respondents in the six semester). They are the sixth semester English Education Study Program in the 2013/2014 academic year which the subject of the study.
- b. The writer prepared the pilot questionnaire.
- c. The writer gave questionnaire to the respondents

- d. The writer collected the responses.
- e. The writer analyzed the data obtained using SPSS 17 program to know the instrument value and to measure the face validity and also to know if it was not confusing and difficult to answer.

2. Interview

The interview was used for completing the data that found by the questionnaires. The respondents were 81 respondents but only 8 respondents who decided as the respondents for interview by the sampling. In this research the writer conducted face to face interviews with participants. The informal conversational interviews used for gathering the data by interviewing the respondents. Conversation was not being used here in the general sense of informal interactions that have no particular agenda because these conversations do have a purpose and very unstructured.

The success of an interview is related to the wording of the questions. One way to avoid the problems that can arise from students' lack of English proficiency is, if possible, to allow students to be interviewed in their first language.¹⁶ Depending on the design, this research observed the data by the students of English Educational Program of 2011. The Indonesian language used for avoid the respondents' misunderstanding comprehension of the question.

¹⁶*Ibid.*, p. 53

3. Research Observation

Observation includes a systematic recording activity about events, behavior, objects those are seen, and other necessary things which are needed to support the study is on going.¹⁷

Observation was started by a general observation and followed by a specific observation in focus on the object of the research. In relation to the statement above, the data which gotten by the writer were about the problem of the study which is already explained in chapter I, the location of the research, the subject of the research, the availability of time.

4. Content Analysis

In this study, the writer used Content or Document Analysis design. Ary states that,

*“content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristic of the material. The materials analyzed can be textbooks, news paper, web pages, speeches, television programs, advertisement, musical composition, or any of a host of other types of documents. Content analysis is widely used in education.”*¹⁸

The writer used this research design because the writer analyzed the students' responses product. And it was formed in a questionnaire.

¹⁷ Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 154.

¹⁸ Donald Ary, *Introduction to Research in Education*, Canada: Nelson Education Ltd, 2010, p. 457.

F. Endorsment of the data

The data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristics such as¹⁹: Credibility (validitas internal), transferability (validitas external), dependability (reliabilitas), and confirdability (obyektivitas).

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context.²⁰ The results finding by the writer from the students' in fourth semester in reading III used observation, interview and documentation, the writer did observation two times in each classes was brought table of observation list, the writer also did interview to got the data by the students' of TBI in academic years 2012/2013 with each classes five students' about their perceptions on the instructional method applied by the lecturers in teaching reading subject, and also could decide the ways that appropriate for their needs to comprehended the materials of reading. The techniques of credibility used by the writer, as follows:

¹⁹Sugiyono, *Memahami Penelitian Kualitatif*, page.121.

²⁰Donald Ary, *Introduction Research in Education*.page.498.

a. Triangulation

Triangulation is qualitative cross-validation²¹. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. In the study triangulation used by the researcher to evaluate the data collection, in addition to check or to compare. The kind of triangulation that used as technique triangulation such as observation, interview and documentation.

b. Member Check

Member check is the data checking process that acquired of researcher to data giver. In the study the researcher uses Member check in order to get the similar interpretation and the subject involved based on the objective of the study related to the study result.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It is use to make the finding of research can be applied,

²¹Sugiyono, *Memahami Penelitian Kualitatif*, page.125.

the researcher must report the result of the study detail, clear and reliable.

3. Dependability

Dependability or reliability in qualitative research has to do with consistency of behavior. The researcher use audit trail documentation during the research begin until the end research.

4. Confirmability

Confirmability is the same as the qualitative researchers concept of objectivity. it use to make the writer as the instrument of the study reliable. It is done to check the data result suitable to the real facts. Here the writer is hoped to measure what he will find objectivity.

G. Data Statistical Analysis

1. Data Reduction

In research, the writer used interval scale and collected the data by using the questionnaires both of the close-ended and likert types questions. This research was about students' perception which is known as attitudinal information. Often attitude scales on a questionnaire are also treated as interval scales. For example, frequently when Likert-scales are used, each response is given a number (e.g., strongly agree =

5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1) and these numbers are treated as interval scales.²²

It is meant as chosen process. The writer focused on samplings the data. It is by choosing main data related to the theme of the study: the students' perceptions on the instructional method applied by the lecturers of reading subject at the TBI study program of STAIN Palangka Raya.

The data reduction on the study used by the writer to reduce the in appropriate data from data collection by filtering the important data based on the objectives of the study. In the study, all of the data gathered from the observation, questionnaire and interview. That covers how is the students' perception toward non-TBI courses in English Educaion Study Program in STAIN Palangka Raya.

2. Data Displaying

The writer assigned a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this was in some type of a table in which the writer identified the respondents in the left-hand column and used the rows in the table to list the participant's response to each item.

The writer adopted the Fukuda's way to display her data results. The writer used questionnaire with the close ended questions and likert

²²Sandra Lee Mckey, *Researching Second Language Classroom*, p. 42.

type scale (strongly agree, agree, strongly disagree, disagree) as the instrument for collecting the data. In addition, the table also includes the percentage of respondents for each response and finally the mean for the question.

The information was compiled in the table and figure, Interval scales could describe the data in terms of central tendency. The most common types of central tendency were the mean, mode, and median. As mentioned earlier, the writer used interval scale so that the sum of raw score will be multiplied with interval scale. In order to the difference in the average score, the writer multiplied the value of each response by the number of students.

It is intended to convey the idea that data are presented as organized, compressed assembly of information that permits conclusions to be analytically drawn²³.

In data display, the writer reports the relevant data and confirm the study result. It means that the data collect from interview and questionnaires the students' perception toward non-TBI courses of English Education Study Program of STAIN Palangka Raya.

²³Bruce L. BERG, 2001, *Qualitative Research Methods for the Social Science*, California State University, Long Beach, page. 35-36.