

CHAPTER III

RESEARCH METHOD

This chapter discusses the methodology of the study related to Research Type, Research Design, Subject of the Study, Role of the Researcher in the Study, Time and Place of the Study, Source of the Data, Data Collection Techniques, Data Collection Procedures, Data Analysis Procedures, and Method for Verification of the Research Findings.

A. Research Type

Research type that was used in this study is Naturalistic Qualitative. Because the writer wanted to describe and understand the process of language acquisition that happened in classroom environment of 2014 generation English Education Study Program and what is the role of lecturers and peers. Ethnography is an in-depth study of naturally occurring behavior within a culture or social group. The researcher observes group behavior as it occurs naturally in the setting, without any simulation or imposed structure.

B. Research Design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. As such the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data. In brief,

research design must, at least, contain (a) a clear statement of the research problem; (b) procedures and techniques to be used for gathering information; (c) the population to be studied; and (d) methods to be used in processing and analysing data¹.

Design of research that was used in this study was descriptive qualitative design. It was because this study concerned with process that happened in English Education Study Program 2014 generation in State Islamic Institute of Palangka Raya.

A descriptive study determines and reports the thing. It means that descriptive study, the research happens naturally, and the research has no control over the condition and the situation, and can only measure what already exist. As a qualitative research, the data collected and analyzed are not represented numerically but verbally the data include verbal description of people, interactions, settings, language use, objects, and phenomena within the life of segment being studied².

C. Subject of the Study

Subject of this study was 2014 generation of English Education Study Program in State Islamic Institute of Palangka Raya. The number of the subject was 56 students. This study used snowball technique for taking the subject. Snowball, chain, or network sampling occurs when the initially selected subjects suggest the names of others who would be appropriate for the sample.

¹ C.R Kothari. *Research Methodology: Methods and Techniques (Second Revised Edition)*. (New Delhi: New Age International. 2004). P. 32

² M. Adnan Latief. *Research Methods On Language Learning An Introduction*. (Indonesia : UM press. 2014). P. 134

These next subjects might then suggest others and so on³. The interview finished if the answer from the respondent is same for all items (homogen). Such sampling occurs when potential respondents are not centrally located but scattered in different sites. Total number of the subject was 9 students, used snowballing technique.

The writer chose them as subject of study because they have gotten an English intensive course from English Study Program and also they have already passed English skill/component subjects such as Listening, Speaking, Reading Writing, Vocabulary, Pronunciation, Structure/Grammar from the first semester and the writer believes that they have already felt a situation in English class such as full or half English explanation by the lecturer, group discussion with peers using English, listen and pay attention when the lecturer speaks and asks questions, shares together with peers and many others. During that time student builds internal ability and drills the ability with peers and lecturer externally.

D. Role of the Researcher in the Study

In this study writer as a data collector who analyzed the data, interprets the data, and gives a conclusion for the finding verbally. Particularly in qualitative research, the role of the researcher as the primary data collection. The investigator's contribution to the research setting can be useful and positive rather than detrimental⁴.

³ Donald Ary. *Introduction to Research in Education*. (Canada : Wadsworth. 2010). P. 430

⁴ Creswell John W. *Research Design Second Edition*. P. 228

According to Marshall and Rossman provide advice to consider related to the researcher's role in a study. First is the amount of "participantness" or level of involvement of the researcher in the setting, from complete participant to complete observer. Second is the extent of "revealedness" or how well the participants are informed about the study, which may range from full disclosure to complete secrecy. Third is "intensiveness" or "extensiveness," indicating the amount of time and duration of time spent in the setting. Fourth is study focus, ranging from the specific with well-developed research questions and data identification needs to the diffuse with more exploratory questions and less well-defined data needs⁵.

E. Time and Place of the Study

This study conducted for three months include doing the observation, interview, taking the data, and interpreting the data. Situation was where the English as a foreign language. It took place in English Education Study Program in State Islamic Institute of Palangka Raya, located in St. G. Obos 9, Complex Islamic Center Palangka Raya, Central Kalimantan, Indonesia.

F. Source of the Data

In qualitative research, sources of data are assumed to be heterogeneous, having different variations, each of which has equal right to be represent the group. The source in qualitative research is usually called informant⁶. Source of the data for this study was from the students in English education study program from video documentation, observation, and interviews.

⁵ Donald Ary. *Introduction to Research in Education*. (Canada : Wadsworth. 2010). P. 432

⁶ M. Adnan Latief. *Research Methods On Language Learning An Introduction*. (Indonesia : UM press. 2014). P. 79

G. Data Collection Techniques

Most common data collection methods used in qualitative research are (1) observation, (2) interview, and (3) document or artifact analysis. Artifacts may include audio and video recordings, photographs, games, artwork, or other items that provide insight related to the context or participants⁷. In this study writer will collect the data from observation, interview, and documentation.

1. Observation

Observation is a generic term to refer to the process of data gathering. In qualitative research observation is define as a process of fieldwork. By which people interacting in their natural setting are studied so that their behavior and words can be put into their proper context. The descriptive study of people in their natural settings is sometimes referred to as ethnographic research. Observation used to collect data in qualitative research does not simply require the use of visual sense, it requires the use of all our senses in order to accurately percieve the whole picture⁸.

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. Qualitative observation usually takes place over a more extended period of time than quantitative observation. Also, qualitative observation is more likely to proceed without any prior hypotheses. Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand

⁷ Donald Ary. *Introduction to Research in Education*. (Canada : Wadsworth. 2010). P. 431

⁸ M. Adnan Latief. *Research Methods On Language Learning An Introduction*. (Indonesia : UM press. 2014). P. 204

complex interactions in natural settings⁹. In this study writer took check list and field note during the observation in teaching learning process in the classroom.

2. Interview

Interviews are (typically) structured conversations that researchers have with individuals. Just as in everyday life, one of the most productive ways to learn about a person, place, or set of activities is to actually ask questions of people who have knowledge about that topic. Interviews are used to solicit information from people, just as quantitative researchers ask questions with surveys. However, the difference is that when a qualitative researcher asks questions of a person they are interested in understanding how the person being interviewed understands, experiences or views some topic. In this way, interview data is “richer” than quantitative data in that not only does the researcher learn how the interviewee sees and knows something, but so does the qualitative researcher get an explanation of that observation or knowledge. In short, interview data provides the answers that quantitative surveys questions produces, but qualitative interview based data also provides the answer in an unlimited range of possibilities and with an accompanying context¹⁰. Type of interview that used in this study was *Unstructured Interview* the questions arise from the situation. It is sometimes described as “a conversation with a purpose.” The most data-

⁹ Donald Ary. *Introduction to Research in Education*. (Canada : Wadsworth. 2010). P. 431

¹⁰ Richard Tewksbury. *Qualitative versus Quantitative Methods: Understanding Why Qualitative Methods are Superior for Criminology and Criminal Justice*. (University of Louisville: Journal of Theoretical and Philosophical Criminology, Vol 1 (1) 2009). P. 43-44

dense interviews may be of this form. The interview is not planned in detail ahead of time; the researcher asks questions as the opportunity arises and then listens closely and uses the subjects' responses to decide on the next question. The subjects in the setting may not even realize they are being interviewed¹¹. The interview conducted to the several students not all of the student because this study use snowball technique in collecting the data.

3. Documentation

Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term document 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. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of nonwritten records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.)¹². In this study the writer used video, recording, picture/photo documentation to get the data to record main activity in the speaking classroom.

¹¹ Donald Ary. *Introduction to Research in Education*. (Canada : Wadsworth. 2010). P. 438

¹² Donald Ary. *Introduction to Research in Education*. (Canada : Wadsworth. 2010). P. 442

H. Data Collection Procedures

To answer the problem of the study, writer has some steps.

1. The writer prepared the questions for interview, check list, fieldnote, and video camera.
2. The writer did the observation in speaking class.
3. The writer took the video, photo, check list, and fieldnote in the class
4. The writer observed the video and identified the activity in the class after the class.
5. The writer matched the data from the video with the check list and fieldnote.
6. The writer did the interview to the students after the class and outside the class.
7. The writer collected the data from the interview.
8. The writer found out related document.
9. The writer interpreted the data.
10. The writer concluded the data about The Role of Formal Environment (English Lecturers and Peers) in Student's English Vocabulary Acquisition in English Education Study Program in Academic Year 2014/2015.

I. Data Analysis Procedures

Typically, the qualitative researcher collected a massive amount of data from the interviews, observations, and field notes. The process of data analysis involves making sense out of text and image data. It involves preparing the data for analysis, moving deeper and deeper into understanding the data,

representing the data, and making an interpretation of the larger meaning of the data¹³.

1. Data Collection

The main things in the data analysis is the existence of data collection.

Data analysis would be conducted when the data is being collected until the end of the data collecting in the certain period. Data collection was the result of the data collecting techniques from observation, interview, and video documentation. The data collected, related to The Role of Formal Environment (English Lecturers and Peers) in Student's English Vocabulary Acquisition in English Education Study Program in Academic Year 2014/2015.

2. Data Reduction

After all of the data was collected, then it would be continued with data reduction, process to choose main data, to focus on the most important data, and ignore non important data. This process was to filter the data from data collection based on the objective of the study.

3. Data display

After reducing the data, the writer reported the important data and the result of the study to make it easy to understand. Data display can be in simple explanation, draft, chart, diagram and so on. In this study, the data displayed in narrative text.

¹³ W. Creswell John. *Research Design Second Edition*. P. 217-222

4. Conclusion

The final step of data analysis in this study. The writer concluded the data. The conclusion verified by seeing back the data reduction and data display after collecting the data.

J. Method for Verification of the Research Finding

A procedural perspective that recommend for research proposals is to identify and discuss one or more strategies available to check the accuracy of the findings. There are primary strategies, organized from those most frequently used and easy to implement to those occasionally used and difficult to implement¹⁴. The method that used in this study are as follow:

1. Triangulating different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes, triangulate that use in this study is *Theory triangulation*. Theory Triangulation involves consideration of how the phenomenon under study might be explained by multiple theories. Considering different theories, the researcher may gain better insights¹⁵.
2. Using member-checking to determine the accuracy of the qualitative findings through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate. In this study writer gave the result of the interview and the transcribe of the video and audio recording to the student and the lecturer, let them to give comments or responses and sign it.

¹⁴ W. Creswell John. *Research Design Second Edition*. P. 223-224

¹⁵ Donald Ary. *Introduction to Research in Education*. (Canada : Wadsworth. 2010). P. 500

3. Spending prolonged time in the field. In this way, the writer will develop an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account. In this study, writer do the transcription of video and audio recording.
4. Using peer debriefing to enhance the accuracy of the account. This process involves locating a person (a peer debrief) who reviews and asks questions about the qualitative study so that the account will resonate with people other than the writer. In this study, writer with the advisor do the peer debriefing.
5. Using an external auditor to review the entire project. As distinct from a peer debriefed, this auditor is new to the writer and the project and can provide an assessment of the project throughout the Process of research or at the conclusion of the study. The role is similar to that of a fiscal auditor, and specific questions exist that auditors might ask. In this study, writer listen to the recording to find more about the classroom activity.