CHAPTER III

RESEARCH METHODOLOGY

This chapter concerns the method that was used in doing the analysis. It consists of research design, research subject, data collection, and data analysis.

3.1. Research Design

The research design is a way to collect and analyze data to achieve research purpose. The research design is used refer to plans and steps which aim to gain the accurate data based on the problem. According to Ary et.al (2010), “Research design is the researcher’s plan of how to proceed to gain an understanding of some groups or some phenomenon in its natural setting”. The design begins with a general statement of research problem or topic. In other words, the term of research design is used in refer to some plans and steps in conducting a research study which aim to gain accurate data based on the determined question/problems. Furthermore, Ary et.al (2010) state that quantitative research uses objective measurement to gather numeric data that are used to answer the question or test a predetermined hypothesis. It generally requires a well-controlled setting.

Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings. In other words, there are two kinds of research design which decide the result of any research activity whether it will be numerical data of descriptive data. The numerical data belong to quantitative research design
and the descriptive data belong to qualitative research design. Creswell (2014) explains that the distinction between qualitative and quantitative research is framed in terms of using words (qualitative) rather than numbers (quantitative), or using closed-ended questions (qualitative hypotheses) rather than an open-ended question (qualitative question). Furthermore, he also explains that qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging question procedures, data typically collected in the participant’s setting, data analysis inductively building from particular to general themes, and the researcher making interpretation of the meaning of the data. While quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. According to Ary et.al (2010), qualitative research design is a set of plans used to comprehend an existing thing or phenomenon by focusing”on the total picture rather than breaking it down into variables”. The goal is a holistic picture and depth understanding, rather than a numeric data analysis.

This study applied qualitative research because this study would like to explore and understand the meaning of individuals or groups ascribe to a social or human problem. The data were intended to obtain and also describe comprehensive understanding about how the teacher applies peer teaching technique in teaching vocabulary, teacher’s problem faced in employing peer teaching technique, and the ways the teacher coped with the problems in
employing the peer teaching technique in teaching vocabulary for students at XI grade in SMA N 8 Malang.

3.2 Research Subject

The subject of this study was male one and he was 41 year old English teacher who has taught at SMA N 8 Malang. The writer selected one English teacher who taught for students at SMA N 8 Malang because he was the teacher who taught vocabulary by using peer teaching technique for students at XI grade in SMA N 8 Malang.

3.3 Data Collection

The data of this research were in the form of primary qualitative data. In collecting the data, the writer prepared the research instrument to obtain the data easily. The data of this study were peer teaching technique applied by the teacher in teaching vocabulary for students at XI grade in SMA N 8 Malang, the problem faced by the teacher in applying peer teaching in teaching vocabulary. Data collection involved techniques, instruments, and procedures of collecting data.

3.4 Techniques and Instruments

Concerning this study, the writer collected the data by using observation and interview techniques. For answering the first research problem, the writer applied the observation and the interview. Meanwhile, for answering the second and the third research problems, the writer applied interview with the English teacher directly.
a) Observation

Observation is the basic technique for obtaining data in qualitative research. Qualitative observations reword on narrative or words to describe the setting, behaviors, and interaction. In this study, the writer chose direct observation in order to obtain detail information about the problems. Ary et.al (2010) suggest that direct observation is the most desirable measurement method. It is the most common method used for getting information about the various processes related to those things. Hence, it can be said that observation is a fundamental and basic method of getting information about everything.

There are two kinds of observation, namely, participant observation and non-participant observation (Ary et.al, 2010). Participant observation assumes that the observer will become an accepted member of the group being observed. In this observation, the observer participates directly and actively. Meanwhile, in the non-participant observation, the observer does not interact directly with the subject. In this research, the writer used non-participant observation because he did not participate directly in the activities being observed. The writer had no contact with the subject but watched and took pictures of the activities during the teaching learning process. In addition, the writer used observation checklist as the instrument to answer the research problem.
b) Interview

The interview is used to gather data on the subject’s opinion, beliefs, and feelings about the situation in his/her own word. According to Ary et.al (2010), qualitative interview is typically more probing and open-ended and less structured than the interview used in qualitative research but varies considerably in the way it is conducted.

According to Morse & Corbin (2003), there are three fundamental types of research interview; these are, unstructured interview, structured interview, and semi-structured interview. The unstructured interview is a conversational type of interview in which the question arises from the situation. It is sometimes described as a conversation with a purpose. Furthermore, structured interview is the interview that is scheduled for the specific purpose of getting information from the subject. Each subject is asked the same set of questions. Meanwhile, in semi-structured interview, the question is chosen and formulated, but the interviewer may modify the format or questions during the interview process.

In this research, the writer used semi-structured interview because it was a flexible interview; besides, the writer is allowed to prepare the interview guide which goes around the topic.

In this interview, the writer asked particular questions in Bahasa Indonesia in order to convey them as clearly as possible. The subject was asked about his problem
during applying the method of teaching vocabulary. Besides, the English teacher, or the subject, was also asked about the possible solution used in applying the method of teaching vocabulary. The writer took notes while interviewing. Moreover, every interview section was recorded to get its validity.

3.5 Procedure Data Collection

In this study, the data were collected by the following steps:

1. Collecting the lesson plan from the English teacher who teaches Vocabulary at XI grade student.
2. Preparing the observation checklist and interview guide.
3. Observing the process of teaching and learning process by filling observation checklist.
4. Interviewing the English teacher who teaches Vocabulary at XI grade student.
5. Taking notes and recording the teachers’ answer.

3.6 Data Analysis

Ary et.al (2010) acknowledge that data analysis is a process by which the data of research are systematically arranged to help the researchers comprehend and present what they have obtained. In collecting data analysis, the writer should organize and manage data so it will be easier to understand.

According to Creswell (2014), there are some activities in analyzing data, those are:
a. Familiarizing and Organizing

Familiarizing and organizing data are the first stage in qualitative data. The writer will familiarize the data through reading and rereading notes and transcript, viewing and reviewing videotapes, and listening repeatedly to audiotapes. Then, Field notes, audiotapes, videotapes, observer comments, and other data will be put into a form ready for analysis. In this study, the writer is reading, reviewing, and repeatedly listening to audiotapes. The data consist of lesson plan, observation checklist, interview guide, and documentation of observation in the classroom and the result of interview then organizing the data according to the category data.

b. Coding

Coding is about developing a concept from the raw data. The first step in coding is referred to as axial coding, open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning—words, phrases and sentences to make it easy to be learned. In this research, the writer was coding all of the data to underline the significant data that are appropriate with research question.

c. Intepreting and Representating

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing possible explanation. Representation involves how the data are presented such as graphs, pictures, diagrams, figures, or frameworks. The
procedure used more frequently by qualitative researchers is to report by themes, topics, or cases and demonstrate these through descriptive detail. In this study, the writer interpreted the data from interview and observation and then represented data through frameworks and diagrams. After that, the writer drew the conclusion based on the data that were obtained.