CHAPTER III
RESEARCH METHOD

In this chapter, the researcher would like to discuss the procedure which will be used in conducting the research. It covers research design, research subject, research instrument, data collection, and data analysis.

3.1 Research Design

Ary, Jacobs, Sorensen, & Razavieh (2010) define research design as a plan of the way to proceed to get an in-depth understanding related to some group or phenomenon in its context made by the researcher. It arises from a topic or a general statement of a research problem. In addition, Creswell (2014) argues that the procedures exist in the research process, such as data collection, data analysis, and result interpretation, could be called as a research design.

Furthermore, Ary et al. (2010) say that there are three approaches to research: qualitative, quantitative, and mixed methods research. Qualitative is an approach that aims to gain specific and detailed information about a particular phenomenon, situation, or individual. Meanwhile, an approach which has the intention to study relationship, cause, and effect through numeric analysis of data called as quantitative research. Besides, the approach that combines both elements of qualitative and quantitative is a mixed method research.

In this research, the researcher would have used a qualitative research design. The intention was to dig out detailed information about what English materials are used in teaching Tenth Grade of Animation Class in the vocational school of SMKN
4 Malang, and how does the teacher transfer the English materials in Tenth Grade of Animation Class in the vocational school of SMKN 4 Malang.

3.2 Research Subject

Fraenkel, Wallen, & Hyun (2012) say that the individual sample who will be interviewed or observed in order to gain the data usually called a research subject. In this research, the subject is the tenth grade English teacher of Animation Class in the vocational school of SMKN 4 Malang. The teacher is chosen as the researcher subject since he teaches the student who are still in the tenth grade. He has been teaching them since 2010.

3.3 Research Instrument

In qualitative research, the primary instrument to analyze and collect all the data or information is the researcher him/herself (Ary et al., 2010). The researcher’s role is as the main instrument. The other supporting instruments to gather the data are the interview, observation, and document analysis. In this research, the researcher would like to use the interview guide, observation checklist, and documents.

3.3.1 Interview Guide

The interview is a method that used in qualitative research to gain the data or information such as people opinions, beliefs, and feelings towards certain situation through their own words (Ary et al., 2010). There are three types of interview which are an unstructured interview, structured interview, and semi-structured interview. The unstructured interview is an interview which the researcher asks the questions based on the situation and listens to the interviewee’s response, then decide on the
next question. It is a sort of conversation that is controlled by the researcher so that the conversation could be directed to the interest of the researcher. Meanwhile, a structured interview is fully controlled by the researcher so that the interviewee only has a small possibility to be flexible and casual. Generally, the questions asked are short and mostly cannot be answered with yes or no, or limited word response. Moreover, the semi-structured interview is an interview where the researcher chose the area of interest and arrange the questions. It is more flexible since the researcher could develop the questions based on the interviewee’s answer.

In this research, the researcher used a semi-structured interview since the researcher prepares a list of questions as an interview guide and still could modify the question in order to gain more data or information. The interview topic focused on what materials are used in teaching English for the tenth grade of Animation Class in the vocational school of SMKN 4 Malang, and how does the teacher transfer the English materials in teaching English for the tenth grade of Animation Class in the vocational school of SMKN 4 Malang.

3.3.2 Observation Check List

Ary et al (2010) state that observation is a method to gather data or information which rely on words or narrative with the intention to describe the setting, the behaviours, and the interactions. Kumar (2011) divides observation into two: (1) participant observation is when the researcher takes part as one of the group in the same manner as its member and observed them while they are doing their activities. It could be done with or without them knowing that they are being observed (2) Non-participant observation is when the researcher is being passive and observing
the group without getting involved in their activities. The researcher only needs to come, watch, and listen to its activities, then draw a conclusion.

The researcher used non-participant observation in order to get the data on how the teacher transfers the English materials in class. To assist the observation, the researcher used the observation checklist to get the data regarding how the teacher transfers the English materials in teaching the tenth grade of Animation Class in the vocational school of SMKN 4 Malang. Furthermore, field note also used as the instrument to obtain the additional data.

3.3.3 Document Analysis

Ary et al. (2010) say that written documents or any other artefacts might be used with the intention to gather the data in qualitative research. The document could be in the form of written or text-based artifacts (textbooks, novels, logs, journals, announcement, meeting minutes, birth certificates, budgets, marriage records, policy statements, newspaper, transcripts, letters, e-mail messages, etc.) or of non-written records (musical performances, videotapes, photographs, YouTube videos, audiotapes, computer images, websites, televised political speeches, virtual world settings, etc.).

Written or text-based lesson plan was used as the instrument in this research. The researcher investigated the data, then identify the English materials used by the teacher in teaching tenth grade of Animation Class in the vocational school of SMKN 4 Malang.

3.4 Data Collection

In this research, the researcher collected the data using the following steps:
1. Creating a list of questions as an interview guide.

2. Preparing the observation checklist.

3. Interviewing the English teacher who teaches the tenth grade of Animation Class.

4. Recording the teacher’s answer and taking notes.

5. Observing the teaching and learning process, filling the observation checklist, and take a field note.

6. Collecting the lesson plan from the English teacher who teaches tenth grade of Animation Class.

3.5 Data Analysis

Analyzing the data of research involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering the important part of the data (Ary et al., 2010). Creswell (2014) says that there are four steps in analyzing the data in qualitative research: organizing and familiarizing, coding and reducing, interpreting and representing, also validating.

1. Organizing

The first step in analyzing qualitative data is organizing. In order to retrieve the data, the researcher needs to be familiar with the data by reading, rereading notes and transcript, viewing and reviewing videotapes, and listening repeatedly to audio tapes. Then, the data will be organized into different types based on the data sources. The researcher read, reviewed, and listened repeatedly to audiotapes of the data which consists of interview guide, observation checklist, lesson plan, and the result from the interview.
2. **Coding and Reducing**

In the next step, the raw data and its concept were processed and developed by the researcher. It refers to as axial coding, preliminary coding, or provisional coding. The common approach that is usually used to read and reread all the data. After that, the researcher classified and gave codes or labels to them. It has done by looking for units of meaning—words, phrases, and sentences, subject's ways of thinking, behaviour patterns, and event that often appear and seem important. For instance, the researcher used the word “struggle” as a code or label for a phrase that described the struggle of a teacher in facing a situation in the classroom. When all the data has been sort out, coded, and organized, it would be easier for the researcher to see the comparisons within and among the data. It is also helped the researcher to emphasize and focus on all the important data related to the research questions.

3. **Interpreting and Representing**

The interpretation could be defined as bringing out the meaning, telling the story, giving an explanation, and developing a plausible explanation. Meanwhile, representation covers the way the data represented such as graphs, pictures, diagrams, figures, or frameworks. The most used procedure in qualitative research is to report by topics, themes, or cases, then demonstrate these in detail description. By referring to the research questions, the researcher interpreted the data that already gained, and present it in a descriptive way.

4. **Validating**

There are four standards that must be met to declare the validity of the data, namely credibility, transferability, dependability or trustworthiness confirmability
(Ary et al., 2010). In order to fulfill the standards, the researcher used triangulation method in which it gets and compares the data or information through different type of methods. After gathering all the data, which are the result of interview, observation, and document analysis, then the researcher did the triangulation by comparing the data of observation, the result of interview, and document analysis.