CHAPTER III

RESEARCH METHOD

This chapter provides the research method used in this research. This chapter includes the research design, research subject, data collection, and data analysis.

3.1   Research Design

In this study, the researcher used a qualitative research method. Qualitative research is interested in the depth of meaning that respondents attach to various aspects of their life. Qualitative research focuses on the phenomenological perspective so qualitative research is understanding people from their frames of reference and experiencing reality as they experience it (Corbin & Strauss, 2008). A theory may be said to be grounded to the extent that it is derived from and based on the data themselves. Qualitative research is closely related to events or phenomena that occur in people's daily life. The researchers adopt strategies that parallel how people act in the context of daily life, typically interacting with informants naturally and unobtrusively (Rossmann & Rallis, 2012).

The phenomena that are inspected in this research included: (1) The euphemism used by teachers affects the students' understanding of learning and (2) the student's perspective on teachers' performance that using a euphemism.

3.2 Research Subject

In this study, the researcher used third-grade students of SMP DIPONEGORO JUNREJO Batu as a participant of this study. The researcher observes the effect of euphemisms used by teachers on students' understanding and also, the researcher observed the effect of euphemisms on teacher performance. Both of the phenomena were examined from the students' perspectives.

3.3 Data Collection

Data collection takes an important role in determining the result of the study. The technique and instrument, and the procedure used in the data collection of this study are listed below:

3.3.1 Technique and Instrument

This study mostly involves students' experiences and perspectives so the technique and instrument used in this study are observation using questionnaires. Bhandari (2022) stated that a questionnaire is a list of questions or items used to collect data or information about the respondent's attitude, experience, or thoughts. Moreover, the researcher is also interviewing by conducting an in-depth interview with the students as the participant of this research. A qualitative method, such as interviews, is believed to provide a deeper understanding of social phenomena (Silverman D, 2000). In line with its purpose, the interview is used to explore deeply the details of phenomena. Therefore, the question lists made by the researcher in the questionnaire

sheet and interview session were based on the theory of student understanding and teacher performance competencies mentioned in the literature review in chapter two.

3.3.2 Procedure

In collected data, the researcher used some steps or procedures indeed. The procedures were used as follows:

1. The researcher made possible questions to be asked in the questionnaire.

2. The researcher collected the data by distributing questionnaires to the students as participants of the study.

3. The researcher constructed possible questions to be asked in the interview.

4. The researcher interviewed the participant as a part of the data collection.

5. The researcher discontinued the data collection after completing all the two steps of the data collection mentioned above.
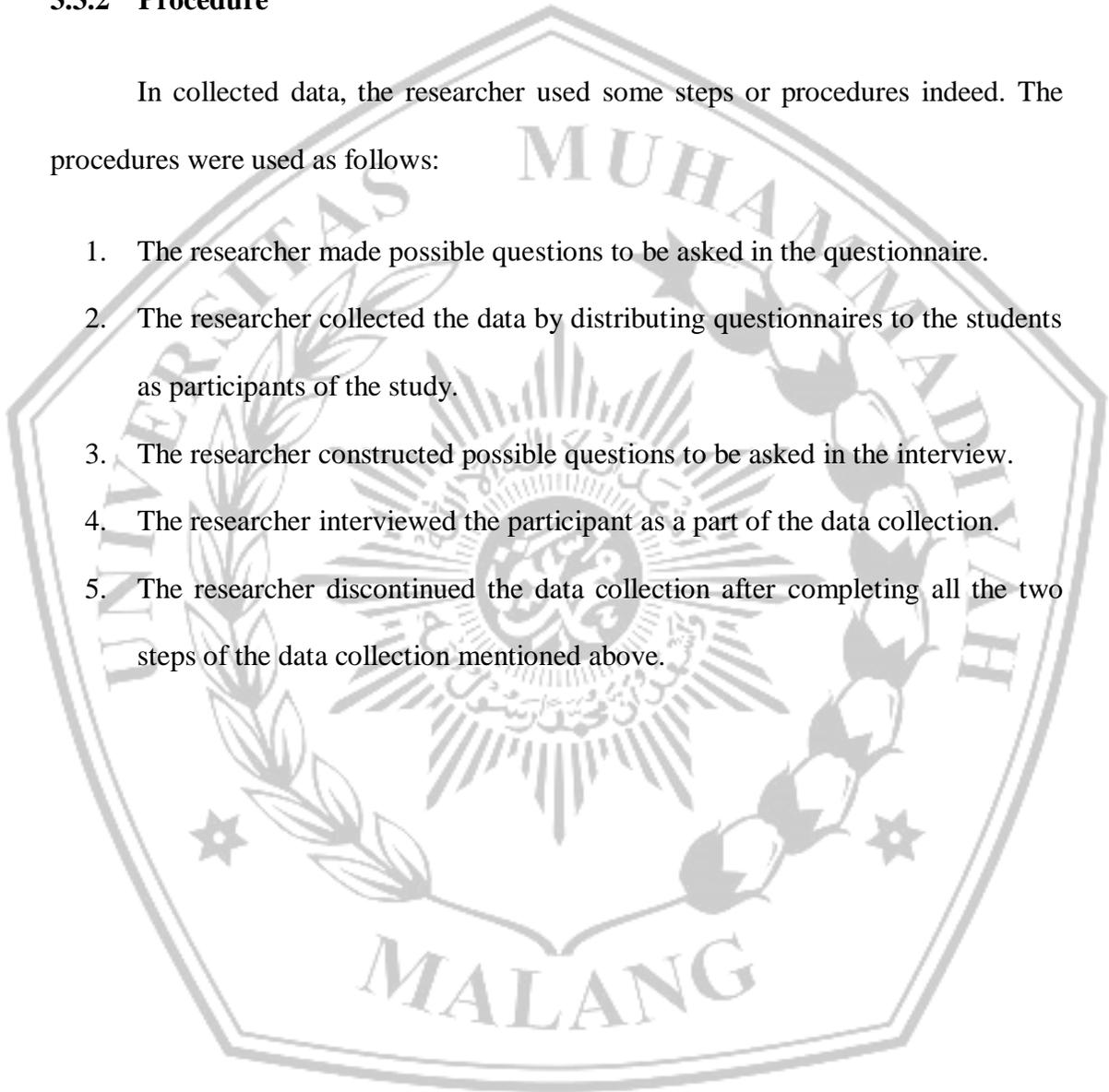
3.4   Data Analysis

Data analysis aims to organize and categorize the data so it is easier for the researcher to interpret the data which been collected previously. In line with Siyoto & Sodik (2015), data analysis is an attempt to determine the meaning of research data by grouping data according to specific classifications. Therefore, in this study, the researcher analyzed the data by using the steps follows:

1. The researcher interpreted the result of the observation.

2. The researcher interpreted the result of the interview.

3. The researcher reviewed the data written in the notes, audio recording, and the result of the interview.

4. The data were classified based on the two statements problem mentioned above.

5. The data were described in a form of narration that was classified before.