



CHAPTER III

RESEARCH METHOD

This chapter presents the methods used by the researcher to conduct the study. The discussion includes the research design and the technique to collect and analyze the data.

A. Research Design

In this research design the researcher uses descriptive qualitative methods. Descriptive research is a research which is classified as non-hypothesis research.²⁹ This research controls and interprets about condition and phenomena such as relation, point of view attitudes, process, and influences of condition which happened.³⁰ The aim of descriptive research is to describe the data or situation while the research is done and examine the reason of certain phenomenon.

The researcher does not take a part or be non participant when the English learning process is conducted. The researcher only observes the phenomenon arising regarding to the way English teachers accommodate the students' learning styles

²⁹ Suharsimi Arikunto, *Prosedur Penelitian , Suatu Pedekatan Praktek*,(Rineka Cipta, 1992), p. 208

³⁰ Nana Sudjana, *Penelitian dan Penilaian Pendidikan* (Bandung: Sinar Baru Alogensindo,2009), p. 65



B. Research Subject

1. Population

This research is conducted at MTs.N 1 Munjungan. The researcher focuses the study only on the seventh graders of VII A class, and the English teacher of A class.

2. Sample

It is a portion of population that is observed.³¹ Sample is the group of people who are selected in a study. According Suharsimi Arikunto, if the subject of research less than 100, researcher must choose all, but if the subjects are more than 100, researcher can choose 10-15% or 20-25%. In this research, the researcher uses population research. The researcher chooses the seventh graders as a sample since it will be more beneficial to take their learning styles into account from the very early grade. The CPH (Critical Period Hypothesis) suggests that a period of time, between birth and somewhere around the age when a child enters puberty, exists in which the learning a second language can be accomplished more rapidly and easily than times falling outside of this period. In this study there are 30 students of A class of the seventh grade. The researcher takes 100% from the population. As a result, the samples of this study are 30 students.

³¹ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik Edisi Revisi* (Jakarta:Rineka Cipta 2010) 173



C. Source of the Data

Source of the data is the important thing in a field research. The sources of data in this research are as follow:

1. The documents, book, references needed in this research
2. The English teacher of grade 7 A class at MTsN. Munjungan Trenggalek, Kamas Tantowi S.Pd. the English teacher is the primary resource of the data from which the researcher observes the English teacher's strategies in accommodating the seventh graders' learning style. Also, the researcher interviews the English teacher to get some information.
3. Students grade 7 A of special class at MTsN. 1 Munjungan. The class consist of 30 students.
4. The result of questionnaires, observation, interview and documentation.

D. Data Collection Technique

To make the process of observation easier, the researcher formulates the observation steps systematically as outlined below:

1. Questionnaire

Questionnaire is one of technique in this research. It is distributed to the students to collect the data about what exactly their learning styles. Also at the last students are given another questionnaire proposed to gain the data about the students' response whether the English teacher are able to accommodate all the students' VAK learning styles or not.



2. Observation

Observation is a data collection technique used to collect research data. It is used to find out the data in process. The researcher is in the term of non participant. It means that the researcher only observes, instead of participating in the group of activities in the class and does not pretend to be a member.³²

The researcher observes some aspects which are relevant with the problems and purposes of the study. Non participant observation is done during the process of English teaching and learning. The researcher observes from the beginning of the English learning process until the end of the class. The researcher observes how the English teacher accommodates the students; learning style, also examines how the teachers dealing with the problems through observation check list.

3. Interview

In this part researcher interviews the teacher in order to complete the data, which may not be found in the observation. It also is used to minimize the mistakes happened in the observation.

4. Documentation

³² Louis Cohen, Research Method in Education, (London and New York: Taylor and Francis Group, 2000), p. 310



Documentation is used to collect the data, which is in written form. So, through this method the researcher collects the written data, that is lesson plan developed by the English teacher.

E. Research Instrument

To collect the data, the researcher chooses some instruments. They are observation, questionnaire guide, interview guide, and documentation.

1. Questionnaire Guide

The first questionnaire is used by the researcher to know what students' learning style are, whether they are kinesthetic, visual or auditory. It is list of questions about the problems that are researched.³³ The question list is based on Gardner's theory of learning styles from the perceptual side. The students are given some questions with five alternative answers. The researcher distributes the questionnaire before they start the English learning process. The second questionnaire is used to collect the data in the end of the research about whether the English teacher is able to accommodate their learning styles or not.

³³ Narbukho Kholid, *Metodology Penelitian* (Jakarta: PT. Bumi Aksara, 2001), p. 76



2. Observation Checklist

Observation checklist is used for inspecting, observing, and recording the way English teacher does in accommodating students' learning styles during teaching and learning process.

3. Interview Guide

In the interview, the researcher as the interviewer has dialogue with the informant English teacher. The researcher takes the interview to collect the data. The interview is about the general background information about students' condition and attitude during learning process and how the teacher manages those kinds of cases.

This study uses systematic interview. In the systematic interview, the interviewer prepares the written interview guidance first about what is asked to the respondents. To make sure the validity of the content, the researcher comes to the expert and language specialist, and then it comes to the final draft and version.³⁴

4. Documentation

From this research instruments the researcher has the data of the lesson plan developed by the English teacher. Also by applying this instrument researcher knows whether or not the English teacher is able to accommodate all the students' learning styles in term of planning.

³⁴ Burhan Bungin, *Metodologi Penelitian Kuantitatif*, (Jakarta: Kencana Prenada Media Group, 2009), p. 127



F. Data Analysis Procedure

After collecting all of the data, the writer analyzes the data. The steps are below:

1. In order to understand the learning preferences of the seventh graders of MTs.N 1 Munjungan, Learning Style Survey (LSS) is used. Rebecca L. Oxford, Andrew D. Cohen, and Julia C. Chi³⁵ develops LSS particularly for learners of foreign language. The questionnaire is closed-ended questionnaire. It assesses preferred learning styles of the students based on how they learn best using their perceptions: *visual*, *auditory*, *kinesthetic* preferences. There are several reasons behind choosing this instrument; it is easy to administer, it is easy to interpret, it is self-scoring, and not scored by an external agent, it is relatively quick to administer and complete, it has easily reportable scales, and it has reliability and validity supported by the research. In this study, the researcher chooses 30 LSS consists of 30 questions related to *visual*, *auditory*, *kinesthetic* preferences. Subjects are expected to indicate how much they agree with each item on a scale from 1 to 5 when they learn English. Each number notes certain measurement such as: 1 = Never 2 = Rarely 3 = Sometimes, 4 = Often, 5 = Always.

³⁵ Oxford, R. L. (1995). Style Analysis Survey. In J. Reid (Ed.), *Learning styles in the ESL/EFL classroom* (pp. 208-215). Boston: Heinle & Heinle/Thomson International.



2. The researcher analyzes the data about learning style first, then classifies the data into three mainly categories of learning style. They are visual, auditory, and kinesthetic. After that the researcher describes the result of learning style questionnaire with formula³⁶:

$$P = F/N \times 100$$

P = Percentage

F = Frequency

N = Respondent

3. Observation

Observation is used to recognize how the condition of class, what technique used by teacher in order to accommodate students' VAK learning styles. The researcher describes the situation of teaching and learning process.

4. Interview

It is used to collect the data accurately and support the observation. The questions of interviews are about strategies applied by teacher to accommodate the students' learning styles. The researcher analyzes it using Miles and Huber Model. The steps are as follow

- a. Data Reduction

Data obtained from the field is quite a lot, then it should be noted carefully. It needs to analyze the data through data reduction.

³⁶ Nana Sudjana, *Penilaian Hasil Belajar Proses Belajar Mengajar* (Bandung: PT. Remaja Rosdakarya1990), 131



Reduction means, summarizing the data, and choosing the main things to focus on things that are important, thus the data becomes clearer and easier for researchers to describe the data. The researcher analyzes the data by reduction. It is about teachers' strategies used to facilitate the students' learning styles.

b. Data Display

The next step is data display. As Miles and Huberman say that, the most frequent form of display data for qualitative research data in the past has been narrative text. Qualitative research is usually done with the data presentation of narrative text, by displaying the data it will be easier and understandable. In addition, the data can be presented by graph, matrix, or network.³⁷ This study uses narrative text to describe teachers' teaching technique in accommodating the seventh graders' learning styles in English learning process.

c. Conclusion

- 1) The researcher concludes the result of the research
- 2) The researcher gives triangulation to make a valid data

³⁷ Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung : Alfabeta. 2011),243