

## CHAPTER III

### RESEARCH METHOD

This chapter focuses on the description of research design, research setting, research procedures, data and source of data, instrument and data collection technique, reflection and data analysis

#### A. Kind of Research

Research is an *organized* and *systematic* way of finding *answer* to *question*<sup>46</sup>. Cambridge dictionary defines research as a detailed study of a subject, especially in order to discover new information or reach a new understanding.

In this research, the writer uses qualitative method to analyze the collected data. Qualitative research is a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives.<sup>47</sup> Even though qualitative research is harder, more stressful and more time-consuming than other types, the reason for doing qualitative research is to become more

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<sup>46</sup> [http://linguistics.byu.edu/faculty/henrichsenl/researchmethods/RM\\_1\\_01.html](http://linguistics.byu.edu/faculty/henrichsenl/researchmethods/RM_1_01.html)

<sup>47</sup> National Institute for Health and Clinical Excellence. 2009. *Methodology checklist: qualitative studies*. p 208

experienced with the phenomenon in which the researcher interested. Qualitative research is only suitable for people who care about it, take it seriously, and are prepared for commitment.<sup>48</sup> Next, the characteristic of this research is descriptive which has the aim to describe both the process and the finding research clearly. The research will be done naturally in normal situation which its situation and condition are not manipulated.

## **B. Research Design**

This study is classroom action research. Classroom action research is reflective process which helps teacher to explore and examine aspects of teaching and learning and to take action to change and improve<sup>49</sup>. From the writer`s view, classroom action research is provided for teachers who want to understand about teaching and learning, developing teaching skill and knowledge, and take action to improve students` learning.

There are many models of Classroom Action research, such as Kurt Lewin`s model, Kemmis and Mc Taggart`s model, John Elliot`s model and Dave Ebbu`s model.<sup>50</sup> In this study, the researcher will use Kemmis and Taggart`s model which has the almost same basic concepts

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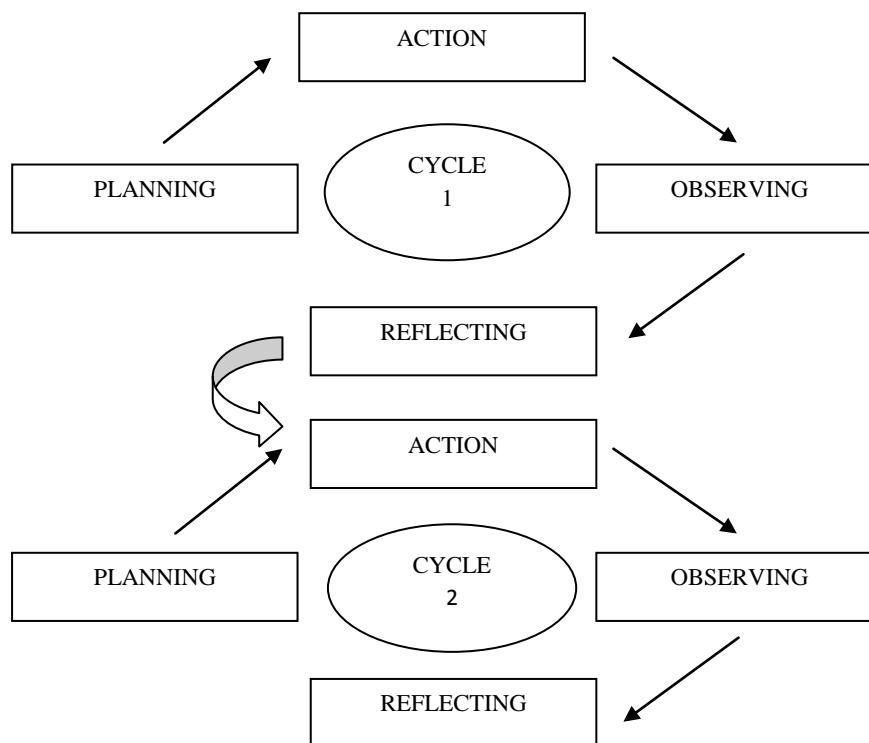
<sup>48</sup>Delamont, S. *Fieldwork in Educational Settings: Methods, Pitfalls and Perspectives*, London: Falmer. P viii

<sup>49</sup> Jean Mc. Niff, *Teaching and Learning: an action research approach*. New York: Mackays of Chatham Plc, 1993. p. 13

<sup>50</sup>PenyelenggaraSertifikasi Guru Rayon 24 UniversitasNegeriMakassar.PendidikandanLatihanProfesi Guru (PLPG). 2011. UniversitasNegri Makassar. p. 204

introduced by Kurt Lewin. Sukayati (2008) illustrates the Kemmis and Taggart's model as follows.<sup>51</sup>

Picture 3.1  
Model of classroom action reserach



The model proposed by Kemmis & McTaggart of the strands with a single device consists of four components: planning, action, observation and reflection. The fourth component of the strands is seen as one cycle. Therefore, understanding the cycle on this occasion is a

<sup>51</sup>Sukayati. *Penelitian Tindakan Kelas di SD*. Yogyakarta: Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kerja Kependidikan Matematika. 2008. P 18

cycle of activities consisting of planning, action, observation and reflection.<sup>52</sup>

From the picture above, it appears that the picture consists of two components that can be said as the two cycles. For the actual implementation, the number of cycles is dependent on issues need to be resolved. In this study, the researcher needs four cycles to see the effectiveness of this method.

### **C. Research Setting and Subject**

The object of this research will be the mental retardation students in junior high school level of SLB Karya Asih Margorejo, Surabaya. This class was chosen as the subject of the study since English is one of the subjects taught in this school. The mentally retarded students, who have the problem in intellectual function and adaptive behavior, will have intention to learn if the teacher provides them with attractive learning activity. The researcher was sure this method will be useful in the future.

### **D. Research Procedures**

Research procedure is a cyclical process in classroom action research. In this study, the researcher adopted Kemmis and Mc. Taggarts' model as a research procedure, which consist of four cycles.

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<sup>52</sup>Rafiuddin. *Rancangan Penelitian Tindakan Kelas*. Makalah Disajikan dalam Lokakarya PTK bagi guru SLTP, MTS, SMU, Madan SMK Se-Kodya Malang. Malang. 1996.

## 1. Preliminary study

A preliminary study was used to get the information about the model of teaching and learning English in SLB Karya Asih Margorejo, the problem that both the teacher and students encountered in teaching learning process.

In this step, the researcher met with the headmaster and submitting permission letter for conducting research in her school. After having discussion with the headmaster, Mrs. Hindun, she accompanied the researcher to meet with the teacher of junior school level, Mr. Bilal. The next day, the researcher conducted interview with Mr. Bilal. The researcher asked several questions like the teaching-learning model especially in teaching English and the problem encountered in teaching learning process. From the result, the researcher found that the only problem is their IQ; which is lower than the average students and their short span attention.

Mr. Bilal portrayed those children as a bottle which has a little mouth; we have to pour it little by little, so that the water can enter smoothly, if we pour the water hardly it will spill all over the bottle. As well as those children who have lower IQ, the

teacher should transfer the knowledge slowly as they receive it slowly too.

## 2. Planning

Researcher prepares the lesson plan, teaching learning media, the material and evaluation sheet. Both material and media were taken from textbook, the students` worksheet and other available source. The instruction material is chosen under the following consideration: It is suitable with the topic that should be given and appropriate with the students` level. The media used are: (1) Interesting, (2) Varied, (3) Match with the topic, (4) Appropriate the students` level.

The researcher will use several colored markers because she will maximize the board, colored picture are going to be used too rather than plain picture considering their short span attention.

## 3. Acting

The researcher will teach as the teacher in doing this research. This action will be carried out in cycle one and continue to the next cycle until the criteria of success achieved. This action will be held in four cycles in four meetings based on the time schedule that had been arranged before.

#### 4. Observing

Observation will be conducted to identify the classroom phenomena during teaching-learning process, observation checklist will also be prepared to help the researcher in observing the action. This checklist will be used in every cycle that started first until fourth cycle. The checklist was made for both teacher and students` activities during teaching learning process using TPR

#### 5. Reflecting

Reflection will be conducted after the implementation of TPR in each cycle. The reflection includes the evaluation for both teacher and students, observation analysis, feedback and the result is an input for the next cycle.

### **E. The criteria of success**

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, it will be used to see whether Total Physical Response method succeed or fail. There are three criteria used in the research to measure the success of the action. They are:

1. The teacher has good performance during teaching learning process using TPR approach.

2. There is high rate of student participation and student's active involvement during teaching learning process; approximately 75 percent of them participate actively.
3. 100 percent of the students scored 70 or more in final test.

#### **F. Data Collection Technique**

Data collection is a systematic and standard procedure to get the needed data. There are some techniques in collecting data and the writer uses four techniques. Those are observation, interview, questionnaire and test.

1. Observation is way of gathering data by observing behavior, events and physical characteristic in the natural setting<sup>53</sup>. While the researcher implements this method that will start from the first until fourth cycle, the researcher will observe the implementation of TPR approach during teaching-learning process in the classroom. The researcher will also prepare observation checklist to collect the data. There are two types of observation<sup>54</sup>:
  - a. Participant observation, it is one of the most common methods for qualitative data collection. It requires the

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<sup>53</sup><http://www.cdc.gov/healthyyouth/evaluation/index.htm>.

<sup>54</sup>William M.K. Trochin. 1999. *The Research Method Knowledge Base*. Cornell Publishing; Itacha, NY. P 161



researcher to become a participant in the context which was being observed.

- b. Direct observation, in this type the researcher doesn't typically try to become a participant in the context. Furthermore, direct observation tends to be more focused than participant observation and not taking a long time as participant observation.

In this study, the researcher will use direct observation and covert (no one knows that they are being observed), so that the participant will behave naturally and comfortably.

- 2. Interview is a two-way exchange, a conversation, in which both participants have some goals<sup>55</sup>. It is a dialogue activity that is conducted by the interviewer to get information from the respondent. There are four types of interview<sup>56</sup>:

- a. *A structured interview* is sometimes called a standardized interview. The same questions are asked to all respondents. Corbetta (2003, p.269) states (that) structured interviews are

“ ... interviews in which all respondents are asked the same questions *with the same wording and in the same*

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<sup>55</sup>[www.state.gov/documents/organization/107872.pdf](http://www.state.gov/documents/organization/107872.pdf).

<sup>56</sup>Annabel Bhammani. *Using Interview as Research Instrument*. Language Institute Chulalongkorn University. p 10

*sequence.*” It would be ideal if questions can be read out in the same tone of voice so that the respondents would not be influenced by the tone of the interviewer.

- b. *Semi-structured interviews*, on the other hand, are non-standardized and are frequently used in qualitative analysis. The interviewer does not do the research to test a specific hypothesis (David, & Sutton, 2004, p. 87). The researcher has a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview. An interview guide is also used, but additional questions can be asked.
- c. *Unstructured interview* is non-directed and is a flexible method. There is no need to follow a detailed interview guide. Usually the interviewer has not prepared much, the interviewers ask questions that respondents would be able to express their opinions, knowledge and share their experience. The strengths of unstructured interviews are no restrictions of questions. It is useful when little or no knowledge exists about a topic, so background data can be collected. The interviewers may be bias and ask inappropriate questions. Also, respondents may talk about

irrelevant and inconsequential issues. Consequently, it may be difficult to code and analyze the data.

In this action, the researcher will use *semi-structured* interview and have already prepared the interview guidelines for English teacher at SLB Karya Asih Margorejo, Surabaya. Interview for the teacher was conducted on Wednesday, 24 July 2012 and Tuesday, 25 July 2012 once in the teacher office with the headmaster and twice in the classroom with the homeroom teacher. The interview guide contained 12 questions focusing on the students' characteristic and their problem in teaching-learning process especially in English, the difficulty encountered by the teacher in teaching-learning process and their solution.

3. Test is a large of questions, exercise, or tools which is used to measure skill, knowledge, comprehension, or talent for group or individual.<sup>57</sup> In this study, test related to reflection step, means that in each cycle the researcher will hold a very simple test to ensure the students understanding. And final test in the last cycle to measure the students understanding of material from cycle one up to cycle four.

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<sup>57</sup> Ibid, p. 56

4. Questionnaire is a large number of questions that is used to get information from respondents about themselves and everything they know.<sup>58</sup>

a. **Open Format Questions**

Open format questions are those questions that give your audience an opportunity to express their opinions. By including open format questions in your questionnaire, you can get true, insightful and even unexpected suggestions.

b. **Closed Format Questions**

Closed format questions are questions that include multiple choice answers; people can easily calculate statistical data and percentages.

c. **Likert Questions**

Likert questions can help in determining how strongly the respondent agrees with a particular statement.

d. **Dichotomous Questions/ yes-no Question.**

Dichotomous questions are simple questions that ask respondents to answer yes or no.

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<sup>58</sup>Syamsudin AR & Vismaia S. Damaianti. *Metode Penelitian Pendidikan Bahasa*. Bandung: Remaja Rosdakarya, 2006. P 242

The researcher will use Dichotomous/yes-no question considering the students` condition that would have difficulty understanding the questionnaire with a difficult format. The researcher will distribute the questionnaire on the fourth meeting to measure the student`s interest in learning English using this method.

#### **G. Instrument**

1. Test. The test will be held in the end of each cycle and final test in the end of research.
2. Observation checklist, the observation will be conducted in every teaching-learning process using TPR.
3. Interview guideline, interview will be conducted once before the implementation of this method. One to one basis interview to English teacher are needed to know the teachers` opinion whether this method effective to improve their English in interesting way. The interview is also needed to collect the data about the students` habit and behavior in the class.
4. Questionnaire, questionnaire will be distributed to the sample of this research. The distributed questionnaire will be written in Indonesian language to anticipate the students` understanding toward the questions and researcher will help the students to answer the questionnaire. This

is needed to know their opinion about English lesson and this method whether the students enjoy learning by this method or not.

## **H. Data Analysis**

### **1. Data from the interviews**

The data gathered from the interview will be in the word form and was classified as qualitative data. The data will be analyzed using the following steps:

- a. All the taped data will be transcribed. As the interview will be conducted in Indonesian language, the transcription will be translated into English.
- b. These taped and transcribed data are going to be organized using the following procedures:
  - 1) The data from each respondent will be coded, i.e. in each response for each question, the researcher will find the words, phrases, or sentences that appear regular and important. These codes could be from the exact words from the respondent or created by the researcher based on the concepts expressed by the respondents.
  - 2) The data codes from each respondent will be compared with those of other respondents. Any grouping or categorization across responses will be done when applicable. The responses

that do not belong to any category are going to be presented independently.

- c. From the above categorisation, any relationship or patterns across categories are going to be explored and major themes will be identified.
- d. The identified themes are going to be used to develop an understanding of the topics in the questions of the research and are presented as the findings of the research.

By using the above procedures, qualitative data may possibly be drawn from the data collected qualitatively.

2. Data from observation checklist.

The data gathered from the observation checklist be in the number form and wasclassified as quantitative data.

3. Data from test.

The data gathered from the observation checklist be in form number and classified as quantitative data. The data will be analyzed using the following steps:

1. Daily test

Score = right answer x 10

2. Final test

Score = right answer x 20