### **CHAPTER III**

#### RESEARCH METHOD

In this chapter containd about the descriptions of how the research would be be done. They are approach and research design, research presence, research location, data and source of data, research instrument, data collection technique, data analysis technique and checking validation of finding and research stages.

## A. Approach and Research Design

Definition of research design was a plan or concept of the research which was created by the researcher. Research design in this study was to seek the data needed and to be able to answer the question of the study. This study was designed to students' motivation in learning English at Rumah Belajar Pandawa Ngagel Surabaya.

In doing so, the researcher tended to use descriptive qualitative research. in this case, the design of this research used case study. Case study is a kind of qualitative research which makes an individual or certain unit as the research object.<sup>2</sup> Based on Sukmadinata, Qualitative research is a research which has purpose to describe and analyze the real phenomenon, social activity, attitude, belief, perception, and people's thought individually or in a group.<sup>3</sup> Although a case study differs from an ethnography (focus on culture)

<sup>&</sup>lt;sup>1</sup> Suharsimi. Arikunto. Prosedur Penelitin Suatu Pendekatan Praktek(Jakarta: Rineka Cipta, 2002).51

<sup>&</sup>lt;sup>2</sup> Lexy J Maleong. *Metodologi Penelitian Kualitatif* (PT Remaja Rosda Karya: Bandung, 2005). 6

<sup>&</sup>lt;sup>3</sup> Nana Sayaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosda Karya, 2007)

and phenomenological study (focus on a phenomenon).<sup>4</sup> Case study aims to investigated a bounded system (e.g. activity, event, process, or individuals) based on extensive data collection.<sup>5</sup> "Bounded" means that the case is separated out for research in terms of time, place, or some physical boundaries. In this study, the researcher used boundary system of the students' motivation in learning English.

In short, this researcher represented the phenomenon of students' motivation in learning English and the way of teacher to manage their anxiety in the first teaching practice through instrumental case studies. Thus, type of qualitative case study with descriptive approach was used in this research with aims to investigate the phenomenon about particular boundary of students' motivation in learning English at Rumah Belajar Pandawa. Specially, the kind of case study in this research was explanatory case study. Yin states that explanatory case study explains how event occurred and reflects a cause and effect relationship. The researcher chose this study as explanatory case study since the aims of this study were to explain the students' motivation in learning English and are there any motivation factors intrinsic or extrinsic motivation in learning English.

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<sup>&</sup>lt;sup>4</sup> Scoot W. Vanderstoep and Deirdre D. Johnston. *Research Method for Everyday Life* (San Francisco: Jossey-Bass, 2009). 209

<sup>&</sup>lt;sup>5</sup> John W. Creswell. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: Pearson, 2007). 465

<sup>&</sup>lt;sup>6</sup> Kevin Laws-Robert McLeod. *Case Study and Grounded Theory* (The University of Sydney NSW: Sidney, 2006)

Descriptive qualitative research was a research that described a natural phenomenon. In line with that definition, the researcher would describe the real situation and condition that the researcher faced in the field of students' motivation in learning English. The researcher used some techniques to collect the data. Those techniques were observation students' motivation in learning English. These kinds of techniques had been taken in this research to make it valid and reliable findings.

#### **B.** Researcher Presence

In this study, the researcher did the observation by herself because the result of the research would be more valid. The researcher acted as the instrumen of the data at once. The other instruments and observation checklist were used in definitife function to endorse the researcher's task as instrument. However to make it more valid, the researcher validated the instrument by asking students, then doing some revisions to make the instrument accepted and valid. Therefore, the presence of the research in qualitative research was imperative. In the qualitative method, the researcher was to be everything in the whole research process.

One of the researcher's role in this study was as an observe of participant . It was because the research subject known about the presence as

<sup>7</sup> A.D. Chohen & E. Macaro (Eds) *Language Learner Strategies: Thirty Years of Research and Practice*. (new Work: Oxford University Press,2007)

<sup>&</sup>lt;sup>8</sup> Lexy J. Moleong. *Metodologi Penelitian Kualitatif Edisi Revisi*(Bandung: Remaja Rosdakarya, 2009).121

the role of the researcher in this study when observing during the process of learning English.

In addition, another researcher's role in this study was an interviewer using questionnaire. The researcher questionnaire about students' motivation in learning English in class. After all the data obtained by the researcher were collected, then they were expected to answer the research question which had stated previously in the chapter I.

#### C. Research Location

According to Ary, a sample was the small group that was observed and the larger group about which the generalization was made was called a population. He also defined the population as all members of any well defined class, of people, event, or object.

From the statement above, the writer concluded that population was the whole object of research which defined class of people or events as a source of data. Population also intended to apply the result of research.

The population of this study is students of Rumah Belajar Pandawa. The number of the population is around 54 students. Since the number of the population was less than 100 students, they were all taken as the subject of study. Therefore, this research used population sampling technique.

<sup>&</sup>lt;sup>9</sup> Donald Ary. *Introduction To Research In Education*.(Astralia: Wadsworth.2002). 148

The research of this study was conducted at Rumah Belajar Pandawa. which is located on Jl. Lumumba Dalam Gg Buntu Rt.01 Rw.01 kelurahan Ngagel Kecamatan Wonokromo Surabaya. Rumah Belajar Pandawa was established Mey, 18th 2011. Rumah Belajar Pandawa is one of service learning in Surabaya beside Alang-alang, ITS mengajar, Unair mengajar, Turun Tangan. Garuda Team etc, being a society community in teaching Rumah Belajar Pandawa students have little opportunities to practice English communication skills than students of many other school since lecturer course from Belanda and China university in there have more opportunities to practice English. The lecturer course from Belanda and China is from AIESEC community and the active in leadership potential of young people. Students have to study English for 2 hours in Monday until Thursday for a course.

This research was started in Oktober 31,2016 and was finished in November 2,2016. The researcher give 2 hours to students answer the questionnaire and the time is after learning English.

In conducting this research. Researcher was going to take second years students in Rumah belajar pandawa who random class, approximately held from Augustus up to Desember. There are VII A and VII B classes which

taught by four lecturers. The classes are in Balai RT and in garden are specified in this schedule. 10

3. 1

Table of Schedule of English Course in Rumah Belajar Pandawa

Surabaya

No	Day	Time	Class	Place	Lecture
1	Monday	02.00-04.00	A	Balai RT	Charlotte
		PM			Baker
			В	Garden	Wong Lu
2	Tuesday	02.00-04.00	A	Garden	Shirlene
		PM	В	Balai RT	Karol
3	Wednesday	02.00-04.00	A	Balai RT	Shirlene
		PM	В	Garden	Charlotte
					Baker
4	Thursday	02.00-04.00	A	Garden	Karol
		PM	В	Balai RT	Wong Lu

Each class consist of 27 students who will be study in English course. The researcher had been taken some students from all class VII-A and VII-B. Every class was taken all students. The researcher took sample randomly to

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 $<sup>^{\</sup>rm 10}$  Lecturing Schedule Of Event English Course In Rumah Belajar Pandawa Year 2016

find the causing factor of anxiety and the way of anxiety management from learning English.

#### D. Data and Source of Data

### 1. Data

Creswell stated that the qualitative researchers collect data themselves by examining documents, observing behavior, and interviewing participants. The data needed to answer the research questions was authentic materials that had been used by the students in Rumah Belajar Pandawa.

# a. Types of Motivation

Motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. We will discuss about them as follows:

## 1) Intrinsic Motivation

The intrinsic distinction has been influential in studies of motivation, and these concepts have been used in various attempts to explain differences in motivation among different learners.

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<sup>&</sup>lt;sup>11</sup> John W. Creswell. *Educational Research. Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Lincoln: Pearson, 2007). 38

According Emily in her research, intrinsic motivation is appeared from students personal such as their comfort, happiness and interest. 12

## 2) Extrinsic Motivation

Biggs stated that extrinsic motivation is a standing invitation to students to adopt a surface approach.<sup>13</sup> The student's focus on their performance and the value or the importance that they attach to the outcome.

According Paul Eggen nd Kauchak Don "Extrinsic motivation is characterized as the motivation to engage in activity as a means to an end." An extrinsically motivated students performs in order to receive a reward, such as graduating or passing a test or avoiding a penalty like a failing grade. The dominated extrinsic motivation including current incentives, strengthening attract, desperate for peer recognition and admiration. <sup>15</sup>

12 Emily R.Lai. A Research Report Motivation Literature review, (Pearson, April, 2011) .4

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<sup>&</sup>lt;sup>13</sup> Biggs, J. *Teaching for Quality Learning at University*. (The Society for Resrarch into Higher Education & Open University Press.2002). .61

<sup>&</sup>lt;sup>14</sup> Paul, Eggen., & Kauchak, Don. 349

<sup>&</sup>lt;sup>15</sup> An Min. On Training and Stimulate Students Learning Motivation, Modern Reading. (The ninth perid.2010)

According Gardner and Lambert's research, there are two main types of extrinsic motivation they are integrative motivation and instrumental motivation. <sup>16</sup>

Actually, many other factors that can influence upon students' extrinsic motivation in teaching and learning process as follow:

## a) Teacher

Teacher is a person who has an important role in teaching and learning activity to socialize and shaping motivation among students. Dornyei in forms that teacher's skill in motivating students should be seen as the central in teaching and learning process. <sup>17</sup> Teacher is the key instrument to handle and organize students in the classroom.

### b) Parents

Jaremy harmer stated that "if the parents are very much against the culture of the language this will probably affect his or her motivation in a

<sup>&</sup>lt;sup>16</sup> R. C. Gardner and Lambert. *Attitude and Motivation in Second Language Learning*. (Newbury House.1972)

<sup>&</sup>lt;sup>17</sup> Zolt n Dornyei. *Motivation in second and Foreign Language Learning*. Language Teaching .1998..130

negative way. If they are very much in favor of the language this might have the opposite effect". 18

## c) Environment

According to Tabrani environment is everything which exist around us, which has correlation and gives influence to ourselves. 19

## b. Types of students motivation in learning English

Types of students' motivation in learning English according to the context and subject matter to be learned. Gagne in Brown identified eight types of learning as follows:

- 1) Signal Learning: the individual learns to make a general diffuse response to a signal
- 2) Stimulus Response Learning: the learner acquires a precise response to a discriminated stimulus
- 3) Chaining: is a chain of two or more stimulus response connection
- 4) Verbal Association is the learning of chains that are verbal.

Harmer. The Practice of English Language Teaching. Fourth edition. 4
 A Tabrani Rusyan. Pendekatan Dalam Proses Belajar Mengajar, (Bandung: PT Remaja Rosydakarya, 2003). 148

- 5) Multiple Discrimination. The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater to a greater or lesser degree.
- 6) Concept Learning. The learner is able to make a response that identifies an entire class of object or events.
- 7) Principle Learning. In simplest terms, a principle is a chain of two or more concept.
- 8) Problem Solving is a kind of learning that requires the internal events usually referred to as "thinking".

### c. Factors of students motivation

According to muhibbin, there are some factors that create differential among language learner, such as: internal factor and external factor.

## 1) Internal factors

The internal factors are the factors that come from the students themselves.

## a) Intellegence

Intellegence espresents one aspect determining success in study. If students have normal

intellegence or higher one it my potentially obtain god achievement in learning.

### b) Attitude

Attitude is internal indication which has the affective dimension in form of responds tendency in the same way to a thing, the object and etc.

## c) Interest and attention

Interest and attention have close relation which learning. One who has interested in special lesson such as English subject then to other.

## d) Aptitude

According to carol in Larsen-Freeman and long, aptitude as a concept correspond to the nation that in approaching a particular learning task or a program.

## 2) External factors

Some external factors which also influence the students learning are

## a) Environment

The conditions of surrounding where the students study also have influence or their acquisition fresh air, for instance, will affect to their soul.

## b) Family

When students family and its member give stimulus to their study.

## c) Society

The member of society may arise difficulty and easy to the students study, because the society can give the may of thingking and giving respond to an object. Thus the society may also correctate to the learning process.

## d. Factors students motivation in Rumah Belajar Pandawa

Factors of students motivation in Rumah Belajar Pandawa have isx factors. There are family, teacher and environment include in Extrinsic motivation and in intrinsic motivation there are intellegent, desire and attitude.

### 2. Source of data

The researcher decided that the sources of the data that were documents authentic document in pandawa. Researcher who was taken as

source of the data was an English students of Rumah Belajar Pandawa that used authentic materials in documentation. Thus, the subject of this research was the students in Rumah Belajar Pandawa.

Types of students motivation in rumah belajar pandawa is authentic documents and the documents are from magazine, book, jurnal etc. The research put from book in rumah belajar pandawa, beside the types of students motivation, factors of students motivation, types of students motivation in learning English and the factors of motivation are put from book in Rumah belajar pandawa but the factors of students motivation from rumah belajar pandawa the research put data from interview with teacher, and students.

## E. Data Collection Technique

In this research, data had been collected by giving questionnaire, documentation and conducting observation. First, the researcher gave questionnaire to students Rumah Belajar pandawa in class VII-A and VII-B in junior hight school. Then the researcher did observation for students. And the last the researcher did documentation. Basically, the process of collecting data is specified below:

To answer research questions about what type of the students' motivations
in learning English at Rumah Belajar Pandawa, the researcher analyzed
the questionnaire.

2. To answer research question about what are might be the factors of students motivation in learning English of the students of Rumah Belajar pandawa, the researcher analyzed the questionnaire.

All data in this research being colected by using two technique observation technique and questionnaire. Questionnaire contains a number of questions for the respondents dealing with students' motivation in learning English. And the questionnaire adapted from *the attitude / motivation test battery by R.C Gardner* 

3. 2 Table
The Blue Print Of Student's Motivation In Learning English

No	Variable	Aspect	Indicator	Number	Numbered
				of test	of item
		Teachers	Teacher encourages students to learn English	1-6	6
1	Extrinsic motivation	Family	Parents encourages students to learn English	7-12	6
		Environment	Environment really influence students ability to speak	13-18	6
2	Intrinsic	Intellegence	Students attempt to learn English hard	19-22	4
	motivation	Desire	Students want to speak English fluently	23-25	3

	Attitude	English can't important for students	26-30	5
Total				30

### F. Research Instrument

### 1. Documentation

The researcher uses documentation the way to collect the data. For documentation, the instrument is the documents of authentic materials likes books, newspaper, document, diary, magazine used to easy the process of document analysis. The instrument of document analysis is to describe all of about Rumah Belajar Pandawa.

### 2. Observation

In order to get students' motivation in depth and to stengthen the instrument in this study, this study also used observation for tringulation. Observation was conducted to know the reality of students' motivation in questionnaires, whether there is any similarity between the result of questionnaire and the activities in the classroom which describing the participant of students in learning speaking. In other words, it is used to confirm the students' motivation assessed by questionnaires with classroom observation. In this study, the researchers observed the process

teaching and learning English in the classroom which show the characteristics of motivated students.

This study employed non-participants observation which means the researchers are not directly involved in the situation observed. The researcher only watched the English teaching and learning process in the classroom and evaluated the activities which describe the characteristics of motivation in a form of rubric. Arikunto states that the most effective way in using observation technique in collecting data is to use form of rubric.<sup>20</sup> The rubric is consisted of items about events or activities that happened in English teaching and learning process inside the classroom.

### 3. Questionnaire

The writer used combination of questionnaire types since those two types could facilitate the writer and the respondents in collecting the data, there were the structured or close questionnaire, the writer could easy to analyze the result of questionnaire and got as large number of respondents as possible and got the opportunity to be relaxed in answering the research question. Then in the unstructured or open questionnaire types the writer facilitated or gave opportunities to the respondents to answer the questions freely to their answer. The writer provided the answer sheet with the blank

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<sup>&</sup>lt;sup>20</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: rineka cipta, 2010)

columns. The questionnaire was distributed to get the data about the factors of the students motivate in choosing English course.

The instrument of this research was qustionnaires. These quetionnaire was given to the respondens. The writer made a list of questionnaire with four alternative answers the were Strong Agree, Agree, Disagree, Strong Disagree. The respondents just choose the provided answer.

- This statement related to aspects of students motivation in learning English at Rumah Belajar pandawa
- 2. Every statemen consists of given choises alternative of answers
- 3. Give cheklist at one of the selected answer
- 4. This is for the research purpose only; it will not influence your grade
- 5. Thankyou very much for your participation

For example:

No	Statements	Alternative of answers			
110	Statements	SA	A	D	SD
1	I prepared the next	1			
	lesson before class				
2	I do exercise from the		$\sqrt{}$		
	teacher				

The distribution above is based on the theory of learning behavior.

Source of theory taken from the attitude / motivation test battery by R.C.

Gardner.

To make the data collection easier to do, the researcher needed some instruments. The instruments were:

### 1. Open-ended questionnaire

A questionnaire is a research instrument are consisting a series of questions and other prompts information from respondents. The researcher used questionnaire as a tool for collecting the data, because by giving some questionnaires for students' motivation, the researcher got data about the motivation factor in first teaching practice.

In this research the questionnaire was designed using very often, sometime, less and never choices. In point A research question about what types of motivation in learning English of the students at Rumah Belajar pandawa. And point B research question about what are the factors of students motivation in learning English at Rumah Belajar Pandawa.

# G. Data Analysis Technique

### 1. Questionnaire

Data analysis technique played an important role in conducting a research, since analysis could help the researcher to get a valuable meaning to

solve the roblem.<sup>21</sup> There were several steps that applied by the writer to the data from the studets' motivation in choosing English course. These steps are as the following.

- 1. Identifying the data based on the statement of problems
- 2. Classifying each answer based on each item of the questionnaire

To know about the students' motivation in learning English in Rumah Belajar Pandawa Ngagel Wonokromo Surabaya, the researcher used qualitative method based on how many students answer each item in questionnaire. items in the questionnaire were drawn on the table of question.

Table 3. 3

Extrinsic Motivation

Number	Questions	
1	Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa Inggris yang bagus	
2	Guru bahasa Inggris di sekolah adalah sumber inspirasi saya	
3	Metode pengajaran yang digunakan guru dalam mengajar bahasa Inggris sangat menyenangkan	
4	Guru tidak pernah memberikan hadiah kepada siswa yang mendapat nilai bahasa Inggris bagus	
5	Menurut saya, guru bahasa Inggris saya tidak menyenangkan	

<sup>&</sup>lt;sup>21</sup> Muhammad Nazir. Metode Penelitian (Jakarta: Ghalia Indonesia). 364

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6	Metode yang digunakan guru dalam menjelaskan materi			
	bahasa Inggris sangat membosankan			
7	Orang tua saya selalu menganjurkan dan memberi dukungan			
	untuk mendalami pelajaran bahasa Inggris dengan les privat			
8	Orang tua selalu membantu mengatasi kesulitan seputar			
	pelajaran bahasa Inggris			
9	Orang tua saya selalu mendorong saya untuk belajar bahasa			
	Inggris dan memberikan hadiah apabila nilai bahasa Inggris			
	saya bagus			
10	Orang tua saya tidak mendukung saya belajar bahasa Inggris			
11	Orang tua saya tidak pernah membantu saya mengatasi			
	kesulitan pelajaran bahasa Inggris			
12	Orang tua tidak pernah mendorong saya untuk belajar bahasa			
	Inggris dan tidak pernah memberikan hadiah kepada saya			
13	Belajar bahasa Inggris itu sangat menyenangkan karena			
	suasana di ke <mark>la</mark> s sangat men <mark>du</mark> kung saya untuk berbahasa			
	Inggris			
14	Berbicara bahasa Inggris itu mudah bagi saya di maupun saya			
	berbeda			
15	Saya sangat percaya diri ketika diminta untuk berbicara			
	bahasa Inggris di dalam kelas			
16	Jujur, saya tidak suka dengan kelas bahasa Inggris			
17	Saya merasa tidak nyaman ketika berbicara bahasa Inggris			
	dimanapun saya berada			
18	Saya tidak percaya diri ketika berbicara bahasa Inggris di			
	dalam kelas			

Table 3. 4
Intrinsic Motivation

Number	Questions			
19	Saya selalu melatih bahasa Inggris dengan mempraktekkannya hampir setiap hari			
20	Ketika saya mengalami kesulitan dalam belajar bahasa Inggris saya selalu bertanya kepada guru			
21	Saya langsung mengerjakan tugas bahasa Inggris yang diberikan oleh guru			
22	Saya tidak pernah mempraktikkan bahasa Inggris			
23	Saya tidak pernah bertanya kepada guru bahsa Inggris, walaupun saya mengalami kesulitan			
24	Sebisa mungkin saya menunda mengerjakan tugas bahasa Inggris yang diberikan oleh guru			
25	Saya ingin bisa berbicara bahasa Inggris dengan lancar			
26	Saya ingin menguasai bahasa Inggris karena akan menunjang karir saya di kemudian hari			
27	Saya lebih suka menonton program TV yang berbahasa Inggris dari pada yng berbahasa indonesia			
28	Bahasa Inggris bukanlah hal yang penting dalam hidup saya			
29	Saya lebih suka menonton program TV yang meggunakan bahasa Indonesia			
30	Saya sangat menyukai pelajaran bahasa Inggris karena saya ingin bisa berbahasa Inggris dengan lancar.			

3. Arranging the data taken from questionnaire in from of table.

The format of the summarize the responses of the questionnaire is as follows.

Options	Frequently	Precentage
Strongly Agree		%
Agree		%
Disagree		%
Strongly Disagree		%

4. The data taken from questionnaire were analyzed by using a simple percentge using the formula below

$$P = \frac{F}{N} X \ 100 \%$$

Where: P: percentage of students motivation in choosing English course

F: the number of frequency of the respondent answer

 $N \;\; : the \; number \; of \; respondents$ 

- 5. Verying and interpreting
- 6. Drawing the conclusion

## 2. Observation

To analyze data from observation, the researcher used descriptive technique to describe the result from observation in English teaching and learning activities based on the classroom observation rubric. She explains the situation and the condition in the classroom and reveals activities that show the characteristics of students' motivation. These are some aspects which are observed in the classroom covered in the rubric below:

Table 3.5

Classroom Observation Rubric

No	Observed Aspects
1	Students pays attention to the teacher's explanation
2	Students also to the teacher when he/she does not understand
	students also to the teacher when he/she does not understand
	ah ant tha matarial
	about the material
3	Students expresses his/he ideas when she/e is given chance
4	Student writes down the points of teacher's explanation
5	Students follows the teaching and learning process
	statements for the tracements and rearming process
6	Student is interested in the material which delivered by
0	Student is interested in the material which derivered by
	teacher
7	The interaction between teacher and student are created
	lively in the classroom
	·
8	Student studies hard toward material sources given by
	- Electric States Make Committee Matter Sources Strong Sy
	teacher
	teacher

9	Student does assignment given by teacher
10	Student answers teacher's question well

According to Riduwan data analysis is an essential activity that must done by the researcher, because it is impossible for the researcher to get meaning conclusion without proceeded by the data analysis<sup>22</sup>. In this research, the researcher uses qualitative data analysis. After collecting the data through questionnaire and observation the writer then analyze the data based on the steps below first is identifying the answer from questionnaire, list the value of the answers, and the result is discussed and describe to get conclusion.

Since this research used qualitative approach, the researcher analyzed the data descriptively. Descriptive method was defined as involving collection of data in order to answer questions concerning the current status of the subject of the research. The researcher made a result from the questionnaire, observation and documentation. In the final findings of the questionnaires the researcher uses all of the data from the research findings. The researcher just used the data related to the topic and reduce the data do not relate to the topic, in order to focus on the specific information. In brief, the data from

<sup>22</sup>Riduwan, M. B. A. Metode dan Teknik Menyusun Tesis. (Bandung: Alfabeta.) .183

questionnaire and observation were analyzed though these following techniques:

### b. Data Reduction

Data reduction involves selecting, focusing, simplifying and transforming the unprocessed data into summaries which is organized into themes or patterns based on the original objectives of the research to distinct between primary and secondary theme of data

c. Categorizing anxiety management of students Rumah Belajar Pandawa. In this process, the researcher summed up the students motivation in questionnaire result point B who choose "yes" and "no" choices.

## H. Checking Validation of Finding

To check validation of conclusion of this research, the researcher used the Triangulation technique. This technique also used to check the validation of conclusion of this research. The researcher used triangulation data source to check the validation of this research. Triangulation data source means comparing and cross-checking consistency of information derived at different times and by different means within qualitative method.<sup>23</sup>

<sup>23</sup> Quinn Patton. *Qualitative Evaluation Methods* (London: Sage Publications, 1990). 331

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- In this technique, the researcher compared source data as follow: 1.
   Comparing the result of preliminary research with questionnaire result data
- 2. Comparing the result of preliminary research with observation result data after then, the researcher compared between the results of preliminary research with observation result data. This step did to support data, whether both of them also connected to check validation of this research.
- 3. Comparing the result of questionnaire data and observation result data. The last step, the researcher also compared result of questionnaire with observation result whether both of them also connected to get more valid of this research.

## I. Research Stages

In qualitative approach, there were some stages done by the researcher. Bogdan presents three research stages they are preliminary rsearch, research activity and intensive analysis. <sup>24</sup> In this study, the researcher used some stages, they were:

## 1. Preliminary research

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<sup>&</sup>lt;sup>24</sup> As chited in lexy J. Moleong. Metodologi Penelitian Kualitatif Edisi Revisi (Bandung: Remaja Rosdakarya, 2009).84

In the preliminary researcher formulated research title and research questions, examined related literatures, chose the research location based on the suitability of research questions, determined research subjects, and chose collecting data instruments. Preliminary study was conducted from July 18<sup>th</sup> 2016 to July 30<sup>th</sup> 2016

## 2. Research design

In the research design stage, the researcher did some activities, these were wrote research proposal, decided research instruments, organized preliminary research, constructed research instruments, and prepared research activity. The research design was started from July 21<sup>th</sup> 2016 to Agustus 16<sup>th</sup> 2016.

## 3. Research activity

In this study, the researcher some activities dealing with the description of research activity in the field. The description itself was divided into three parts, they were <sup>25</sup>

- a. Recognizing research background and self preparation. The activity was conducted from Monday, July 18<sup>th</sup> 2016 to Thursday, September 27<sup>th</sup> 2016
- b. Doing the research
- c. Collecting the data

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<sup>&</sup>lt;sup>25</sup> Lexy J. Moleong, Metode Penelitian Kualitatif.....94

For doing the research and collecting the data, the researcher did the activity from Monday, Oktober 4<sup>th</sup> 2016 to Thursday, November 2<sup>th</sup> 2016.

# 4. Intensive analysis

In the intensive analysis stage, the researcher discovered the theme and analyzed it. The analysis was started on Monday, Oktober 4<sup>th</sup> 2016. The researcher devided the data into two parts and used the data from the observation checklist and the questionnaire to find the description of the first question about type students motivation.

## 5. Writing the research report

In this study, the researcher considered some aspects related to the writing of research report such as design report, basic content of the report, parts of the complement and written system of the report. Based on these aspects, the researcher started writing the research report which followed the aspects such as the design of the study, the content of the study and other parts of the study. It began Friday, November 4<sup>th</sup> 2016 up to the deadline before the thesis examination.