CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses approach and research design, research presence, research location, data and source of data, research instrument, data analysis technique, research validity of findings, and research stages. This chapter explains how the research conducted to gather the relevant data to answer the research objectives and research questions. A number of steps took to maintain the validity and reliability of this research.

A. Approach and Research Design

In this research, the researcher used descriptive qualitative approach because the researcher described what she sees, hears, feels and asks. Qualitative research is descriptive.[1] It is a type of research which do not include any calculations or numerating. The aim of this research is to describe the actual words of language of communication. Descriptive qualitative research is procedural research that produces a descriptive data in the form of written or oral word from monitoring human and behavior.[2] In conclusion, qualitative is a systematical application of the oral and written data.

The researcher described the phenomenon at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015 about the

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[1] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta,2009)p.14
[2] Lexy J, Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2005), p.4

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implementation of multimedia computer assisted language learning in reading narrative text activities.

B. Researcher Presence

In this research, the researcher acted as the instrument and the collector of the data at once. The interview guide, observation, and documentation are used in definite function to endorse the researcher's task as instrument. Therefore, the presence of the researcher in qualitative research is imperative. Here, the human instrument can understand the meaning of every interaction, read mime, and see through opinion and value of each subject's statement or deed. In the qualitative method, the researcher is to be everything in the whole research process.[3]

One of the researcher's roles in this research is an interviewer. The researcher interviewed the teacher about the the implementation of Multimedia Computer Assisted Language Learning Programs in reading narrative text activities, the challenges faced by the teachers implementing multimedia Computer Assisted Language Learning programs in reading narrative text activities, and how do the teachers overcome the challenges in the implementation of multimedia Computer Assisted Language Learning programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015.

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[3] Ibid, p.121

C. Research Location

The research conducted in the Persatuan Islamic Senior High School as the sample of this research. The researcher used Persatuan Islamic Senior High School as the sample of this research because based on the preliminary research on 20th of December, 2014. By interviewing the English teacher and the headmaster, the Islamic senior high school has mission to be computer-based school. It is a school which has full multimedia facilities, such as LCD projector, television, and speaker in every class. The school also provide free *wifi* connection. Interestingly, this school also provides extracurricular which related to Information Technology (IT) it is called Maintenance and Repair Information Technology (MRIT). The researcher also found that this school provides Maintenance and Repair Information Technology as the extracurricular. There are several vocational high schools which provide MRIT become extracurricular, but the researcher found that this islamic senior high school is the one school which provide MRIT as the extracurricular. It can enhance the students' understanding when the teacher using multimedia and how to repair a computer or the other IT tools which are broken.[4]

The English teacher in this school state that the big challenges is about the skill in how to manage and correlate the multimedia into teaching learning process. It is need longer preparation than the previous one. Therefore, the challenges is not about the electricity, and hardware facilities.

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[4] Preliminary research in Persatuan Islamic Senior High School on 20th of December, 2014.

Another reason the researcher chose this school because the school also using multimedia computer assisted language learning programs in the reading narrative text activity. The students in this school are more attracting to read the digital story than the text book.[5]

D. Data and Source of Data

1. Types of Data

There are two types of data to answer the problems in this research. They are primary and secondary data. The primary data in qualitative research are words and actions, and the secondary data such as documents and others. Those data explained in detail below:

a. Primary Data

Primary data is data obtained or collected by researchers directly from the source. The primary data of this research is the data about the teachers' implementation of multimedia Computer Assisted Language Learning in Reading Narrative Text, the teachers' challenges in implementing multimedia Computer Assisted Language Learning in Reading Narrative Text and how to overcome the challenges in implementing multimedia Computer Assisted Language Learning in Reading Narrative Text at the first grade students of "Persatuan" Islamic Senior High School.

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[5] Ibid.

b. Secondary Data

Secondary data is the data obtained or collected by researcher from the sources that already exist, or the researcher as the previous data.[6] In this research, the secondary data obtained from several sources. They were lesson plan, and students' book of the first grade students of "Persatuan" Islamic Senior High School. Furthermore, the researcher took pictures and video records as proof of teaching learning process during the implementation of multimedia computer assisted language learning programs in reading narrative text activities. Some theories were also taken by the researcher to support the data obtained

2. Source of Data

The primary source of data is the English teachers. In this research, the researcher took population of English teacher at the first grade students of Persatuan Islamic Senior High School. There were two English teachers who taught English at the tenth grade of Persatuan Islamic Senior High School, They are Ms. N and Ms. W. The English teacher observed by the researcher is based on the following considerations. Firstly, the English teachers who are doing teaching – learning process at eleventh grade have experience about teaching using multimedia computer assisted language learning. Secondly, there are

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[6] Ibid, p. 130-131

some fact based on the teachers that the big challenges is how to manage and correlate the multimedia and the teaching material.

The secondary source of this research is the headmaster of the school. It is in order to add some general informations about the challenges, how to overcome the challenges and the implementation of multimedia computer assisted language learning program in the reading narrative text activities.

E. Data Collection Technique

In this research, the researcher used some of data collection technique as follow:

1. Observation

Observation is monitoring activity, including attention activity to an object using the five senses. Therefore, observation can be done through seeing, smelling, listening, feeling, and tasting.[7]

In this research, the researcher used observation to observe the teaching - learning conducted by the English teacher in the classroom including English teacher's activity in the classroom, the multimedia computer assisted language learning used by English teacher, challenges faced by English teacher in teaching narrative reading through multimedia computer assisted language learning, and the evaluation used by the English teacher.

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[7] Ibid, p.156-157

2. Interview

Interview is a dialogue who is done by interviewer to get information from informant. [8] In this research, the researcher uses interview as the one of the instruments to find the data. The researcher uses the structural interview.[9] It means, questions are formulated accurately and provided with interview guide.

Interview is used to ask the headmaster, and the English teachers. The researcher found the data about the implementation, the challenges, and how to overcome the challenges of the implementation of multimedia computer assisted language learning programs, especially in reading narrative activity.

In addition, the researcher also did informal interview with the teachers and the students in order to foster "low pressure" interaction and allow respondents to speak more freely and openly. Informal interview is like unstructured interview and it is essential part of gaining an understanding of a setting and its members' ways of seeing.[10]

3. Documentation

Documentation is looking for data about variables such as lesson plan, journal. Document is every written forms data or film which will be provided

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[8] Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktik, Ed Revisi VI,*(Jakarta:PT. Rineka Cipta, 2006)p.155

[9] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D,* (Bandung: Alfabeta,2009)p .138

[10] Robert Wood Johnson Foundation, "Qualitative Research Guidelines Project" *Informal Interviewing,* (http://www.qualres.org/homeInfo-3631.html, accessed on June 30, 2015)

if there is request from the investigator.[11] Therefore, the researcher had to ask those sources from the informant.

Documentation is used to gather and to record information, especially to establish or provide evidence of facts or testimony data about the implementation, the challenges, and how to overcome the challenges of the implementation of Multimedia Computer Assisted Language Learning Programs in reading narrative text activities at the first grade students of Persatuan Islamic Senior High School in the Academic Year 2014-2015.

F. Research Instrument

The research instruments of this study which were applied by the writer were observation and interview in order to collect the valid data.

1. Observation Checklist

The researcher used observation checklist as a guide for observing the teaching and learning process of teaching learning process in the implementation of Multimedia Computer Assisted Language Learning Programs in reading narrative text activities. This instrument was used by the researcher to know how is the teachers' implementation of Multimedia Computer Assisted Language Learning Programs in reading narrative text activities and the researcher also correlate the observation checklist with the teachers' difficult task during the implementation of Multimedia Computer Assisted Language Learning Programs

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[11] Lexy J, Moleong, Metodologi Penelitian Kualitatif, (Bandung: PT. Remaja Rosdakarya, 1990)p.161

in reading narrative text activities. The observation checklist is attached in appendix 1.

2. Interview Guideline

The researcher used interview guideline as an instrument after doing observation with the interviewee. This interview guideline was written as a guidance to obtain as much as information about teachers' challenges in implementing Multimedia Computer Assisted Language Learning Programs in reading narrative text activities and how the teachers and headmaster overcome the challenges. The interview guideline is attached in appendix 2.

3. **Data Analysis Technique**

After the data is gathered from the result of collecting data, and then the researcher had to read and analyzed the data. Data analysis is the process of elaborating data formally to find out the theme and hypothesis. It purpose to organize the data as follow controlling, organizing, grouping, giving the code and categorizing therefore the process of data analysis include of the researcher attitude toward respondent.[12]

Those data gathered and classified then analyzed by qualitative descriptive approach and finally, found the conclusion as in the end of research process.

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[12] Lexy J, Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2004)p.248

There are processes of data analysis, they are:[13]

a. Data reduction

Data reduction is process of simplification and transformation data from the written form data through some stages, as follow: making summary, coding, writing theme, and making memo.

In this research

b. Data display

The orderly information gives impossibility in order to make conclusion and take action.

c. Conclusion drawing (Verification)

The meanings that was tested the validity, strength, and exactly in the really as a data validity.

4. Checking Validity of Findings

The researcher use some techniques to check the validity of findings, they are:

1. Triangulation

Triangulation is the most common way used to increase the validity of data in qualitative research. Triangulation is a technique to

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[13] Ibid, p.246-253

check the validity of the data which utilized something besides the data. It used to check or to compare the validity of the data.[14]

Triangulation compares the observed data with the results of interviews and results of documentation. Thus it will be evidence when compared to similar data which obtained from other different sources.[15]

2. Peer Debriefed

Peer debriefed is a technique that is done by exposing the interim results or final results obtained in the form of an analytical discussion with colleagues. Based on the information that was gathered, dissent is something which is expected, because it can establish result of the research.[16]

3. Prolonged Involvement

The involvement of researcher is a crucial factor in data collection; therefore it is needful extension of research in the research field. It is to obtain valid and accurate data, this research is not only to obtain data, but also the researcher still needs to present to confirm the data source.[17]

5. **Research Stages**

In qualitative approach, there are some stages done by the researcher. There are three research stages; they are preliminary research, research

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[14] Lexy J, Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2004)p.178
[15] Ibid, p.179
[16] Opcit, p.178
[17] Ahmad Tanzeh dan Suyitno, Dasar-dasar Penelitin, (Surabaya: Elkaf, 2006), p.169.

activity, and intensive analysis.[18] The researcher also writes the research report as the last stage.[19] In this research, the research uses some stages, they are:

1. Preliminary research

   In the preliminary research, the researcher formulated research title and research questions, examined related literatures, choose the research location based on the suitability of research question, determine research subjects, and choose collecting data instruments.

2. Research design

   In the research design stage, the researcher did some activities, they are wrote research proposal, decided research instruments, organized preliminary research, constructed research instruments, and prepared research activity.

3. Research activity

   In this study, the researcher did some activities dealing with the description of research activity in the field. The description itself is divided into three parts, they are:

   a. Recognizing research background and self preparation.

      In this part, the researcher identified the main focus of the research, adjusted the paradigm with the theory, explored the research

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[18] Lexy J, Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2004)p.84
[19] Ibid, p.84

instruments, observed the research place, and asked permission to the research subject.

b. Doing the research

Doing the research includes collecting the data which has correlation with the teachers' challenges in implementing multimedia computer assisted language learning programs in reading narrative text activities. The data is collected by classroom observation in the English teachers' classes, did depth interview with the English teachers, and documented the informations, such as looked for the report.

c. Intensive analysis

In the intensive analysis stages, the researcher discovered and analyzed the data which is collected by observation, did depth interview, and did documentation.

4. Writing the research report

In the study, the researcher considered some aspects related to the writing of research report, they are design of the report, basic content of the report, parts of the complement and written system of the report.