CHAPTER III

RESEARCH METHOD

The most important aspect in conducting a research that should be arranged is method. It becomes important because in this part the researcher describes and explains about the researcher's technique in conducting the research. By using suitable methods, the research will get valid result. This chapter explains the detail research method that was employed in this study. The major components include such as: research design, research setting and subject, data and source of data, data collection technique, instruments of the study and data analysis technique.

A. Approach and Research Design

In this research, the researcher uses the qualitative approach. Bogdman and Taylor state the qualitative approach is a research procedure that produces a descriptive data such as written and oral words of people or direct object¹. It means that qualitative approach will describe a real situation of a research. In addition, Sugiyono divides the method of research based on the level of explanation into 3 kinds; descriptive method, comparative method, and associative method. First,

¹ Lexy Moleong J., *Metodologi Penelitian Kualitatif – Ed. Revisi*, (Bandung: PT. Remaja Rosdakarya, 2002). 3

descriptive method means the research which observes the fact in detail. Second, comparative method means a study which aim at compare the same variable. The third is associative method means a study which aims at finding the result of the associative of variables.

This researcher chooses descriptive qualitative method to find the result of this research. Elliot and Kratochwill state that descriptive study is an approach of the research in which the researcher observes and reports things to understand and explain the object². Sugiyono argues that descriptive qualitative method is dealing with the process of situations. It describes facts as they are founded in the field. In descriptive qualitative method, the data are collected in the form of words and pictures rather than a number³. In the same case, Donald concludes that a study can be categorized as descriptive research if it has the aims to obtain information of an existing phenomenon without manipulating variables and it is not direct to examine the hypothesis.⁴

Descriptive qualitative method is chosen because the focus of this research is to analyze the teaching activities and challenges in the outdoor class and it is appropriate with the purpose of descriptive qualitative method.

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² Elliot, Stephen N, et al. 1999. Educational Psychology (Effective Teaching and Effective Learning). New York: Brown and Benchmark. 34

³ Sugiyono, Metode Penelitian Kuantitatif Kualitatif Dan R&D, (Bandung: Alfabeta, 2011), 13.

⁴ Donald Ary, 'Pengantar Penelitian dalam Pendidikan (translated by Arief Furqon)', (Yogyakarta: Pustaka Pelajar, 2007), 447.

B. Researcher Presence

In this case, the presence of the researcher in this study is as data collector. The researcher comes to the outdoor class and directly observes and analyzes the activities happened in the class. The researcher does not give a stimulation to the object of the research. So here the data are a report from the activities with the information that will support the data. It can be concluded that the researcher uses passive participant of participant observation. The researcher observes what people do, listens what they say and do not interact or participate with the subject. The observation is supported by observation checklist and field note. To make it more valid, the researcher observes the class in 5 meetings during 5 weeks of outdoor English class at MA Bilingual Krian as suggestion from English Teacher.

C. Research Location

The researcher observes the teaching activities and challenges in outdoor class at MA. Bilingual Krian. This school is located in Junwangi, No. 43, Krian, Sidoarjo, East Java. The researcher focuses to observe the first grade of senior high school in the 2014/2015 academic year. The fact that the outdoor class is only applied in the first grade of senior high school becomes the main reason for the researcher. Based on the suggestion from

the English teacher of MA Bilingual, the researcher will do an analysis of teacher's teaching activities at Xs1 class.

D. Data and Source of Data

1. Source of data

The sources of data of the research are the teacher and the students of outdoor English class at MA bilingual. Therefore, qualitative study is description of phenomena that is written in form of text. It can be words, sentences or even picture.

Lofland cited in Moleong sources of data in qualitative research are words, events, and the additional data which can be documents or others.⁵

a. The primary data

The primary data is gotten from the teacher. The teacher is the key person or the main informant to succeed this research, all the sentences, insight, the suggestion and the activity that the teacher used in the English class is the main subject to be studied further. The first data are a teacher evaluation checklist as adapted from "Centre for Learning Enhancement and Research (CLEAR)". This data will be used to answer the first research question. The second data are the interview answer about the

⁵ Lexy Moleong J., *Metodologi Penelitian Kualitatif – Ed. Revisi*, (Bandung: PT. Remaja Rosdakarya, 2002). 112

challenges in teaching outdoor from the teacher which is used as the result of the second research question.

2. Data Collection Techniques

Collecting data takes aim to get the data which are relevant and needed to accomplish the research, the researcher chooses observation and interview techniques. The observation technique needs observation checklist and field note as the instruments to achieve reliable findings of teacher's activities teaching outdoor class. Furthermore, interview to the students and the teacher accomplishes the data is needed to answer research question number two. Here are the explanations of research techniques and its instrument that is applied to uphold the research;

a. Observation

Through observation, the researcher learns about behavior and the meaning attracted to those behavior.⁶ Alison et al state that observation is observing and recording of events or circumstances⁷. Observational data will enable the researcher to enter and understand the situation that is being described.

Spradley states in Sugiyono that participant observation itself has four types: passive participation, moderate

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⁶ Sugiyono, Metode Penelitian Kuantitatif Kualitatif 310

⁷ Alison. Research Skills for Students. London:Kogan.1996 26

participation, active participation, and complete participation.⁸ Therefore, this technique is taken to answer the first research question on what the activities that the class implement in outdoor English class

b. Interview

Allison et al states that interview is a face to face situation in which the researcher sets out the elicit information or opinion from a subject⁹. It means that interview is the way to get an information based on the interviewee's opinion.

To accomplish the data, the researcher asks the information from the sample through interview method. This interview section is conducted in 20 minutes each, the interview section is dealing with the challenges faced in teaching an outdoor class.

Therefore, this technique is taken to answer the second question of the research. This interview section is recorded in order to give a result of the research and ease the researcher to get the necessary information related on the research.

⁸ Sugiyono, Metode Penelitian Kuantitatif Kualitatif....310

⁹ Allison, Research Skills for Students..... 25

E. Research Instruments

The research instruments of this study which will be applied by the researcher are observation and interview in order to collect the valid data.

1. Observation Checklist

The researcher uses the checklist for the teacher in teaching outdoor class, it concerns on how the class can assist, control, and form the students to enjoy the teaching process. A checklist of teacher evaluation activities, adapted from Centre for Learning Enhancement and Research (CLEAR).

2. Recorder

The researcher uses the digital camera and camera recorder to record all necessary things upon this outdoor class. The most significant function of the recorder is to avoid incompletely or forgotten data during the activity in outdoor class. In addition, recorder aims to make the researcher easy in analyzing the activity in the outdoor class.

3. Field Note

Field note, according to Bogdan and Biklen, is written record of what is heard, seen, experienced, and thought that aims to collect data and reflect the data in qualitative research.¹⁰ This instrument is used to make the data valid and reliable because this field note is made, as soon

¹⁰ Bogdan, Robert C. & Sari Knopp Biklen, Qualitative Research for Education: An. Introduction to Theory and /methods, Boston: Allyn and Bacon, Inc., 1982, p. 74

as the researcher comes from observation place, based on the real situation, what is heard, seen and experienced during the observation.

The content of the field note consists of two main segments. First, descriptive part consists of overview of background observations, people, actions and activities. Second, reflective part consists of framework of thought, researcher's opinion, ideas, and concern. 11 This field note technique is taken to answer the first research question focused on the teacher's teaching activities that will be analyzed by the researcher further.

4. Interview Guide

The researcher uses lists of question which focus to identify the challenges faced by the teacher when teaching in outdoor class.

Those instruments will be used by the researcher during the research. The researcher gives the real data to make the research valid. In addition, the observation checklist and the interview guide have been validated by one of lecturer in English education department to measure the validity of each point of the observation checklist and the interview question.

11 Lexy J. Moleong, Metodologi Penelitian Kualitatif – Ed. Revisi, Bandung: PT. Remaja Rosdakarya,

, p. 211

F. Data Analysis Techniques

Analyzing data in qualitative research is conducted before, during and after the field research. Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.

The techniques of data analysis are applied in this research is Interactive Model of Analysis Miles and Huber man. The process of analyzing data is an ongoing with the process of collecting data. In this model, suggesting at least four procedures will be performed interactively in data analysis. Those procedures are data collection, data reduction, data display, and conclusion drawing.

So, as the suggested procedure on Interactive Model of Analysis Miles and Huber man, the four procedures of analyzing data will be explained as follows;

1. Data collection

Data collection refers to the process of collecting data in the field. The data of this study are collected throughout the observation in two weeks which consist of four meetings of Outdoor class itself. The observation is aided by the observation

checklist to know the teacher's teaching activity process and using interview section to know how is the challenges of teaching.

2. Data Reduction

Data reduction involves the process of selecting, transcribing, and translating the raw data are obtained in the data collection. In selecting the data, the researcher sorts the raw data. Only the relevant data is taken; whilst the irrelevant data are discarded.

3. Data display

Data display refers to the process of organizing and arranging the selected, transcribed, and translated data in the form of field note. Those data describes how the implementation of the teacher's activities. The data display are based on the formulation of the research problems. The data from the teacher interview is used to support the analysis of the activity that the teacher did in toward the class. The most frequent form of display data for qualitative research data in the past has been narrative text¹². So, here the researcher reports the fact during the outdoor English class.

12 Sugiyono, Metode Penelitian Kuantitatif Kualitatif...., 341

4. Data Conclusion

Conclusion drawing is the last procedure of analyzing the data of the research. In this step, the researcher draws conclusion based on the findings and the discussion of the findings¹³. It means that the conclusion is related with the theories and the fact of findings.

Those four steps become the main data analysis techniques in doing this research. The last result will answer the research question that has been formulated in the beginning of the research.

¹³ Sugiyono, Metode Penelitian Kuantitatif Kualitatif...., 345