CHAPTER III

RESEARCH METHOD

This chapter will clarify the description of the steps that are going to be taken to conduct the study. The description involves the research design, research subject, data collection technique and instrument, and data analysis procedures.

A. Approach and Research Design

A qualitative descriptive research is followed to address the research questions. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. It means that the aim of qualitative descriptive research is to describe a specific event that happens in daily terms and experienced by someone. Based on the goal of qualitative descriptive studies, it is related with my research goal that is to describe the teachers' beliefs and their practices in teaching intensive English learning program.

Qualitative approach is a general way of thinking about conducting qualitative research which has three major categories of data, such as in-depth interviews, direct observation and written documents. In this research, the researcher uses interview and observation. Interview is used to answer the first research question and observation is used to answer the second research question.

B. Researcher Presence

In this research, the researcher presents as an instrument. The research is an instrument for collecting and analyzing the data. According to Lincoln and Guba,

human as instrument deals with the unique role that qualitative researchers play in their inquiry. Because qualitative research studies human experiences and situations, researchers need an instrument flexible enough to capture the complexity of the human experience, an instrument capable of adapting and responding to the environment. It is believed that only a human instrument is capable of this task. The researcher talks with people in the setting (interview), observes their activities, and records the information in field notes.

The researcher also acts as participant as observer – observer as participant. In the participant as observer stance, the observer actively participates and becomes an insider in the event being observed so that he or she experiences events in the same way as the participants. The researcher's role is known to the people being observed. In the observer as participant stance, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group. Their status as observer/researcher is known to those under study. Their role is more peripheral rather than the active role played by the participant observer. Means that Observer as participant role, the role of the researcher is passive, not as active as participant as observer role.

C. Research Location

This research takes place in SMAN 4 Sidoarjo. It is located in Suko, Sidoarjo. It is a state senior high school which is in the middle of quite residential area. It is in strategic area, so that it is easy to reach the school with any kind of transportation. According to a letter signed on June 17, 2010 by the East Java provincial department heads number: 420/3739/103.04/2010, this school is a part

of piloting school in implementation of inculcating educational and cultural values and national character in upper secondary schools in East Java in 2010.

The researcher conducts this research in SMAN 4 Sidoarjo because the school conducts intensive English learning program itself. The school does not cooperate with any courses to conduct and to create the material for intensive English learning program. Therefore, the researcher can analyze the teachers' beliefs and practices about intensive English learning program.

D. Data and Source of Data

1. Types of Data

There are two types of collected data in this research, they are:

a. Primary Data

The first primary data is the transcriptions of in depth interview about the English teachers' beliefs of teaching and learning process in intensive English learning program. The second primary data is the observation checklist which deal with English teachers' practices in teaching intensive English learning program.

b. Secondary Data

Pictures and recorders as documentation of the research process, the English teachers' profile, and track and record of the school are the additional data that is collected by the researcher.

2. Source of Data

The primary source of data in this research is the English teachers at SMAN 4 Sidoarjo. In this case, there are three English teachers who are interviewed and observed to obtain data dealing with the teachers' beliefs and practices of teaching and learning process in intensive English learning program.

In addition, secondary source of data is the coordinator of language program in the school. It is used to add some information about the intensive English learning program.

3. Data Collection Technique

In this research, the data is collected through in depth interview and observation. Before conducting this research, the researcher has had a preliminary research which is a classroom observation focuses on teachers' practice in teaching and learning process of intensive English learning program. The clearer data of the research is collected after passing the proposal examination.

The detail processes of collecting the data are as follow:

a. To answer the first research question, what are the teachers' beliefs about teaching and learning process in intensive English learning program at SMAN 4 Sidoarjo, the researcher has an in depth interview with each of the English teachers. While interviewing, there is a recorder to record all the conversation between the interviewer and the interviewee and pictures documentation.

- b. To answer the second research question, how do the teachers practice their beliefs in teaching intensive English learning program at SMAN 4 Sidoarjo, the researcher has observation on the English teachers' practices in teaching intensive English learning program.
- c. To answer the third research question, are the teachers' practices appropriate with the teachers' beliefs, the researcher relates the result of teachers' beliefs interview and the result of teachers' practices observation checklist.

E. Research Instruments

The researcher uses some instruments to obtain the data, they are:

1. Interview Guide

The interview is used widely to add and extend our knowledge about individual(s) thoughts, feelings our knowledge about individual(s) thoughts, feelings and behaviors, meanings, interpretations, etc. In this research, the researcher uses interview to know what the teachers' beliefs about teaching and learning process in intensive English learning program. Semi-structured or in depth interview is one of the interview types that is used in this research. The interview questions are designed to inquire about the teachers' beliefs of teaching and learning process in intensive English learning program. The interview questions are taken from the theory of beliefs about the nature of teaching and learning set by Organization for Economic Co-operation and Development (OECD) and the development of the teacher beliefs interview created by Luft and

Roehrig.

2. Observation Checklist

Observation is a basic method for obtaining data in qualitative research and is more than just "hanging out." Observation may allow the researcher to determine whether what is said actually matches actions or may illuminate subtleties that may be outside the consciousness of the person or that the person cannot articulate. The simplest device used to record the data collected in direct observation is a checklist, which presents a list of the behaviors that are to be observed. The observer then checks whether each behavior is present or absent. The observation checklist consists of eighteen aspects of teaching in intensive English learning program which is categorized into eight categories. The categories are based on the categories of interview questions while the aspects were taken based on teachers' practice theory set by Organization for Economic Co-operation and Development (OECD) and the result of teachers' beliefs interview.

F. Data Analysis Technique

The researcher analyzes the collected data in descriptive qualitative approach. Data analysis of qualitative descriptive research is purely data-derived in that codes generated from the data in the course of the study. The data will be presented in the form of description. The researcher obtained the data through documentation and interview. The data collected from those techniques are described as follows:

1. Interview

As stated before, the researcher uses interview to answer the first research question, what are the teachers' beliefs about teaching and learning process in intensive English learning program at SMAN 4 Sidoarjo. The interview questions are taken from based on teachers' beliefs interview which is compiled from the theory of beliefs about the nature of teaching and learning set by Organization for Economic Co-operation and Development (OECD) and the development of the teacher beliefs interview created by Luft and Roehrig.

The researcher analyzes each answer of the interviewees by connecting it to the theory of beliefs about the nature of teaching and learning set by Organization for Economic Co-operation and Development (OECD) and the development of the teacher beliefs interview created by Luft and Roehrig.

2. Observation

The data collected through observation were also analyzed deeply and thoroughly. As stated before, the researcher also uses observation to answer the second research question, how do the teachers practice their beliefs in teaching intensive English learning program at SMAN 4 Sidoarjo.

The researcher analyzes each aspects of teachers' practice in teaching intensive English learning program based on teachers' practice theory set by Organization for Economic Co-operation and Development (OECD).

3. Mixing the data collected from observation and interview

The data collected from observation and interview are used to answer the third research question, are the teachers' practices appropriate with the teachers' beliefs. The researcher relates the result of teachers' beliefs interview and the result of teachers' practices observation checklist.

G. Checking Validity of Findings

In this study, the researcher checks the validity of findings by using triangulation technique. The collected data based on observation and in depth interview is merged. It will be related with some theories which have provided in the literature review. The researcher also confirms the collected data to the observed English teachers for checking the validity of findings.

H. Research Stages

The researcher conducts this study with some stages. The detail stages are:

- 1. Preliminary research
- 2. In depth interview with the first English teacher.
- Classroom observation of the first English teacher in teaching intensive English learning program.
- 4. In depth interview with the second English teacher.
- 5. Classroom observation of the second English teacher in teaching intensive English learning program.

- 6. In depth interview with the third English teacher.
- 7. Classroom observation of the third English teacher in teaching intensive English learning program.
- 8. Data analysis
- 9. Conclusion

