CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains the methodology used for this study. This sections consists of some points, they are: (A) Approach and research design (B) Researcher presence (C) Research location (D) Data and source of data (E) Data collection technique (F) Research instruments (G) Data analysis technique (H) Checking validity and (I) Research stage. Each point of this chapter was explained as follows.

A. Approach and Research Design

For answering the research questions, the approach of this study was qualitative because the aim of the research was to analyze data that the result focused in descriptive. The aim of this research was to analyze the student teacher's ability in giving instructions in the right step at practice teaching class and to know the problem faced by student teachers. According to Patton and Cochran, qualitative research is characterized by its aim, which relates to understanding some aspects of social life, and its method which (in general) generate words, rather than numbers, as data for analysis.¹

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¹ Michael Q Patton – Michael Cochran, *A guide to Using Qualitative Research Methodology* (London: Medecins Sans Frontieres, 2002), 2

This research used descriptive qualitative design. The procedure of qualitative design is to know, describe, analyze, and interpret the phenomenon of groups. This research focused on student teachers' ability in giving a well instruction in teaching practice. In line with Bogdan and Taylor cited by Moelang, state that qualitative research is procedure that obtains descriptive data in written or spoken from people and their behavior, which is being observed.²

In addition, there are some types of qualitative research. One of them is participant observation qualitative research. Participant observation qualitative research refers to qualitative studies that place the researchers in social settings but do not have the broad purpose of capturing the cultural knowledge that insiders use to make sense of those settings. Based on the definition, this study is included into participant observation qualitative research. In participant observation study, the researcher focuses on investigating the specific point. Because this study stresses on examining the particular purpose which is finding out the student teacher's ability in giving instructions at practice teaching class, this study is stated as participant observation study.

B. Researcher Presence

Talking about the research instrument, in this study the researcher acted out as the research instrument and data collector. This means the researcher herself

² Lexy J. Moleong, *Metodologi Penelitian Kualitatif (edisi revisi)*" (Bandung: Remaja Rosdakarya, 2010), 35.

³ J. Amos Hatch, *Doing Qualitative Research in Education Settings* (Albany: State University of New York Press, 2002), 22.

who did the observation and interview. The naturalistic observation was used because the researcher did as participant observation without disturbing classroom activities and the lecturer could do teaching and learning activity as usual. The type of participant observation was passive participant. According to Stainback cited in Sugiyono, passive participant means that the researcher is present at the scene of actions but did not interact or participate.⁴

Doing this study, the researcher came to the Practice Teaching class for observing, recording, interviewing about the teacher's instructions and also anything happened in the field. The interviewing dealing with the problem in giving instruction was done outside the class. According to Yin, the researcher as the research instrument is that the researcher directly observes, records, takes notes of the actions, events, and conversations that occur in the field.⁵

C. Research Location and Subject

This study was held in English Teacher Education Department, Faculty of Education and Teacher Training UIN Sunan Ampel Surabaya. The researcher conducted this study for the students who took Practice Teaching (PPL I). There are seven classes in PPL I. They are A, B, C, D, E, F and G that taught by three different lecturers. Lecture 1 taught A, B and C class, lecture 2 taught D and E class and lecture 3 taught F and G class.

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⁴Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2009), 312

⁵ Robert K Yin, *Qualitative Research from Start to Finish* (London: The Guilford Press, 2011), 122

In term of obtaining research subject, the researcher designed the sample of the research purposively and chose the snowball sampling. Purposive sampling is common sampling technique that is used in qualitative research.⁶ Creswell states that in purposive sampling, researchers intentionally select individuals and sites whether they have rich information or not to learn or to understand the central phenomenon.⁷ Then snowball sampling is the researcher may not know who the best informant is, but the researcher can accept the suggested informant from other informant.⁸

After doing preliminary research, the researcher found some information about student teachers' step in giving instruction through observation and interview. In observation, the researcher used "Teacher Analysis Rubric" by Marshal to assess student teachers' instruction (see appendix 1). The result showed that there were eight from twelve students in two classes who had problem in delivering instruction well although it was the second circle of practice teaching. By doing interview to the student teachers, the researcher knew that student teachers still had view understanding about the technique in giving instruction well. They just knew the role of giving instruction that should be

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⁶ Sugiyono, Statistika untuk Penelitian (Bandung: Alfabeta, 2010), 68.

⁷John W Creswell. *Educational Research: Planning, Conducting, Evaluating, Qualitative, Quantitative Research, 4th edition* (Boston: Person Education, 2012), 204.

simple and clear. Therefore, the sample was collected from two classes, E and G class which are twenty four student teachers.

D. Data and Source of Data

1. Types of Data

To answer the research questions, there are two kinds of data that have been collected by the researcher; primary and secondary data. The detail explanation would be explained below.

a. Primary data

The primary data of this study was data dealing with student teacher's ability in giving instructions in the right steps during teaching learning process of practice teaching. Also, the researcher focused on examining the problems faced by the student teachers when they delivered the instructions in classroom. To get the data about the student teacher's instructions and the problems faced by the teacher in delivering the instructions in classroom, the researcher has done observation and interviewing the student teachers. The researcher determined that the English student teachers of practice teaching class became the source of the targeted data.

b. Secondary Data

The secondary data was form of supporting data obtained that were gotten from some sources, such as the document. It was the schedule of practice teaching and the video recording during teaching learning process.

2. Source of Data

The sources of both the primary and the secondary data are from student teachers of practice teaching. The primary data were obtained from student teachers of practice teaching class academic year 2015/2016 of English Teacher Education Department. All the data were conducted by doing observation in practice teaching class, interviewing student teachers about their problems in delivering the instructions in classroom, and also recording the activity dealing with their instructions in classroom through field note taking. Then, the secondary data was obtained by document of the schedule of practice teaching class and video recording of teaching learning process by student teachers.

E. Data Collection Technique

For collecting the data, the researcher did a series of activities, they were observing and interviewing. In line, Yin argues that the potential data collection activities in doing qualitative research are observing, interviewing, collecting, examining, and feeling. In short, the process of collecting data was specified below:

Table 3.1 Technique for Collecting Data

Technique		
Research Question	Observation	Interview
1. How is student teachers' ability in giving		
instruction during teaching learning	✓	-
process of practice teaching at UIN Sunan		
Ampel Surabaya?		
2. What are the problems faced by the		
student teachers in giving instruction	-	✓
during teaching learning process of		
practice teaching at UIN Sunan Ampel		
Surabaya?		

1. Observation

This study used observation to get the data about student teachers' instructions at practice teaching class. Observation is firsthand information by analyzing people and placed in rich site. The result of observation would be the primary data of this research. The researcher focused on the ability of student teachers in giving instructions orderly when the student teachers gave such kinds of instructions in some activities, such as group activities, pair activities, and individual activities. The researcher also observed the forms of instructions delivered by the teacher. The position of the researcher was a passive observer. A passive observer is an observer who visits the sites and records the activities that happen in teaching learning process. From this

process, the researcher knew how the way student teachers gave their instruction.

2. Interview

Interview is one of general instrument that use in qualitative method. It also the ways to investigate about what people have already known, their experience, their narrative stories which are recorded on their mind. 10 This research, interview was used by the researcher as a technique for collecting the data. It dialed with the problems faced by the student teachers when they delivered the instructions in classroom. The researcher emphasized on the problems happened in each activities when the students did not grasp the instructions well. According to Creswell, there are some types in open-ended question; one-on-one interviews, focus group interviews and e-mail interview. In case, this research used open-ended questions by doing one-on-one interview. It was a data collection process which researcher explored the information and made note to the one informant at that time. The interviewer held interviewing in comfortable site to create warm atmosphere when student teacher told what they knew and shared their experiences based on the topic interview.

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¹⁰ Irving Seidman, *Interviewing as Qualitative Research: A Guide for Researcher in Education and the Social Sciences*, Third Edition (New York and London, teachers college, 2006), 24.

F. Research Instrument

In this study, some research instruments were applied for completing the data.

1. Observation checklist

In doing the observation, the researcher used the observation checklist as the research instrument. The researcher used observation checklist which is adapted from Marshall "Teacher Evaluation Rubrics"¹¹. The observation checklist consists of some criteria of delivery instruction in the right order the organization, the procedure, the mode, the outcome, a strategy, and a cue. Those points finally conclude the form of the instructions delivered by the teacher in practice teaching class.

2. Interview guide

Fulfilling the study, the researcher structurally interviewed the student teachers of practice teaching class. It purposed to find the argument and the real information about the topic. The interview guidance provided some lists of questions for getting the information about the problems faced by the student teachers when they delivered the instructions in that class. The interview guide was close-ended and open-ended question. In the process of interviewing, the researcher recorded the conversation by using mobile phone and digital camera equipped with a recorder.

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¹¹Kim Marshall, *Teacher Evaluation Rubrics*, 2014, (http://usny.nysed.gov/rttt/teacher-leaders/practicerubrics/Doc/marshall-teacher-rubric-jan-2014.pdf, accessed on August 3rd, 2015).

G. Data Analysis Technique

Qualitative analysis is a process of reviewing, synthesizing, and interpreting data to describe and explain the phenomena or social worlds being studied¹². In this case, this study observed, collected, and gave the meaning to the data in purpose of illustrating and clarifying the student teachers' instructions in classroom. In qualitative research, data analysis was conducted during the researcher collected the data and data collection have been done. In the process of observing, interviewing, and taking field note, the researcher analyzed the data that have been collected.

The result of observation and interview which was gotten from student teachers, showed the ability and the weakness of student teachers in giving instruction orderly. In sort, the data obtain form observation and interview obtained were analyzed through those following techniques.

1. Data reduction

As it is probably known that after collecting the data, the researcher gets the excessive data. The data may consist of extensive field note, much information of interview transcripts, or a lot of documents.¹³ This causes the researcher did this way. Data reduction is summarizing, selecting the main

¹² Ellie Fossey, et.al, *Understanding and Evaluating Qualitative Resaerch* (Australian and New Zealand Journal of psychiatry, Vol. 36, 2002), 717-732

¹³Liz Spencer, Jane Ritchie and William O Connor. "Analysis: Practice, Principle and Processes". In Jane Ritchie and Jane Lewis. *Qualitative Research Practice A Guide for Social Science Students and Researchers* (London: SAGE Publication, 2003), 202

data, focusing on essential data, identifying themes and pattern and also reducing useless data¹⁴. By doing data reduction, is clearly described, so this makes the researcher focuses on the main data, and then it makes easy the researcher to do the next data collection. In this study, the researcher reduces the data by summarizing and selecting the data collection from observation, interview, and field note. By doing this, the researcher focuses on the main part of the data which is the teachers' instructions, the elements of instructions and also the problems happened in the field related to the teachers' instructions. Finally, those data become the focus of data. In case of reducing the data, the researcher coded the data as follows:

- a. Categorizing the step in giving instruction; getting attention, delivering instruction in brief step, explaining expectation, restating direction, repeating the direction and checking understanding.
- b. Categorizing the problem faced in giving instruction.

2. Data display

After doing data reduction, the next activity is displaying the data. A data display is an organized, compressed assembly of information that allows conclusion drawing an action.¹⁵ This means that displaying data involves the presentation of the qualitative data in ways which enables others to asses,

¹⁴Sugiyono, Metode Penelitian Pendidikan... 338.

Methods Sourcebook (California: SAGE Publication, 2014), 14.

¹⁵ Matthew B. Miles, A Michael Hurberman, Johnny Saldana. (3rd Edn). *Qualitative Data Analysis: A*

interpret and evaluate the interpretations and conclusions drawn by the researcher.

In this study, the data is displayed in the form of narrative. Miles and Huberman cited in Sugiyono states that the most frequent from data display for qualitative research in the past has been narrative text¹⁶. The researcher displays the data by explaining and describing the data through narrative text.

3. Drawing conclusion /verification

The last step in qualitative data analysis was drawing conclusion or verification. Conclusion drawing/verification involved the researcher in interpretation, drawing meaning from displayed data. By doing this, the researcher might answer the research questions of this study. Based on the data have been presented, the researcher concluded and got the answer of problems informulation.

H. Checking Validity

The researcher conducted the research to the student teachers of teaching practice class of English Teacher Education Department to get the validity of the finding. The data were examined by rubric that had been checked by the expert in classroom management. In addition, the rubric had been adapted with the theory.

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¹⁶Sugiyono, *Metode Penelitian Pendidikan*...341.

I. Research Stages

1. Preliminary Research

Preliminary research was done to know the information and the situation of teaching practice class. The preliminary research had been done on March 2015. It was helpful to analyze the student teachers' instruction.

Furthermore, the researcher did library research for finding the theory and the previous studies that had related topic with this research. That is way, the steps should be done by the researcher because its importance.

2. Designing Investigation

In this study, the searcher focused in examining the step of giving instruction that delivered by student teachers at practice teaching class. The research used rubric that was adapted from "Teacher Evaluation Rubric" by Kim Marshall. It had checked for ensuring validity.

3. Implementing Investigation

In term of examined the data, the researcher began to collect data of student teachers on April 2015. The researcher asked their permission to join in the class as passive observer and record their activities in the classroom. After getting the data, the researcher examined their step in giving instruction using the rubric. The result showed the ability of the student teachers in giving instruction orderly and their problem faced in doing it.

4. Analyzing Data

After collecting data from observation and interview, the researcher directly analyzing the data that have been collected to answer the research question. It was explained detail in data analysis technique above.

5. Concluding Data

The last stage was focusing on the data conclusion. All the data that have gotten were used to sum up and came to the finding. Then, the researcher reported the finding and conclusion of the research.