# CHAPTER III

# RESEARCH METHODS

## A. Research Design

A methodical, structured attempt to explore a specific issue that needs solving is known as research. This is a set of processes that are created and implemented with the intention of providing solutions to issues that worry us in the workplace (Sekaran & Bougie, 2010). This research employed qualitative type of research. "Quality is the essence and atmosphere of something, as well as the what, how, when, and where of it. Thus, meanings, concepts, definitions, traits, metaphors, symbols, and descriptions of things are all included in qualitative research" (Berg, 2001).

In order to obtain new insight and perhaps develop novel theories that the public can use, the researcher explored numerous parts of the social world. New knowledge is produced when data acquired from the field is used or applied. The researcher's curiosity for a topic prompts a number of inquiries to comprehend and advance field expertise (Dey, 1993).

This study is descriptive since it details the effectiveness of speaking program for students of MTsN 2 Sukoharjo during pandemic era factually and accurately.

## B. Research Setting

The setting of place of this research is MTsN 2 Sukoharjo. The researcher conducts this research from August 2020 to April 2021 as it is stated in time table below.

Table 3.1 *Time Allocated in Conducting the Research*

| Research Conducted | Duration of Research Conducted | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 09 | 10 | 11 | 12 | 01 | 02 | 03 | 04 |
| • Research topic consulting | ███ | ███ | | | | | | |
| • School Survey | | | | | | | | |
| • Consulting the proposal draft | | | ███ | ███ | | | | |
| • Research Conducting | | | | | ███ | ███ | ███ | |
| • Research analyzing | | | | | | | | |
| • Research result consultation | | | | | | | | |
| • Result Reporting | | | | | | | | ███ |

**C. Subject and Object of the Study**

The subject of this research is the English teacher and 10 students of MTsN 2 Sukoharjo. The object of this research is the activities of speaking habit program named *English Day* for students of MTsN 2 Sukoharjo during pandemic era.

**D. Data and Data Source**

1. Data

Primary data and secondary data are the two types of data. Primary data is original data that is obtained directly as a result of collection. Secondary data is information gathered by the second component, which is usually the original copy (Sugiyono, 2013). In other words, primary data is data that has been collected, whereas secondary data is data that is already available..

The primary data are written documents pertaining to the data and the results of the interviews. By using the methods, the researcher can obtain some information about the speaking program for MTsN 2 Sukoharjo students during the pandemic era. The syllabus, the material, the students' results, and the interview script are all included in the documents.

The researcher conducted and analyzed the interview with the English teacher via WhattsAp Chat, Direct Mesage (DM), or Video Call. In this manner, the researcher obtained the most objective data possible. Secondary data is information obtained from other sources where the researcher may obtain additional information.

2. Data Sources

According to Lofland et al. (1984: 34), the primary qualitative research data include words, notes, activities, and documents. In line with this study, the written result of research restrained the data which includes script interview, field note, photographs,

video, and document. Relied on the statements above, the data sources explored in this research are as follows:

a. Event

The intended activities were all kinds of speaking activities carried out by the English teachers in MTsN 2 Sukoharjo.

b. Informant

According to Spradley (2000:35), the source of information is the informant. They inform researchers and are profoundly knowledgeable owing to issues with the study. Speaking exercises were being conducted by several informants at MTsN 2 Sukoharjo.

c. Documentation

The teaching-learning process depends on a number of crucial documents.

The files include the syllabus, the lesson plan, the teacher's manual, the student's manual, the paper, and the evaluation.

## E. Technique of Data Collection

To get the data, the researcher used some methods of data collection that are:

### 1. Interview

Spardley (2000: 71) argued that ethnography interview is kind of conversation phenomenon specially. It is not like job interview, lecture in university and discussion with friend. According to Moleong (2012: 186), an interview is a discourse with predetermined goals. Both the interviewer, who posed the question, and the interviewee, who provided the answer, participated in this dialogue. The researcher used both organized and unstructured interviews for this investigation. If the problem was identified prior to the interview, a structured interview was undertaken.

The respondent was anticipated to answer the question within the parameters of the interview's framework because it had been prepared in advance.

After the teaching-learning process, both organized and unstructured interviews were conducted to obtain detailed information.

There was no similarity between the intended questions in terms of either topic or order.. In this research, the researcher will carry out interviews using *Chat* and *Google form*.

The researcher interviewed some students and the English teacher and in structured questions. It is very significant because the research deals with speaking program for students of MTsN 2 Sukoharjo during pandemic era. From the result of interview, the researcher got deeper information about the effectiveness of speaking habit program for students in MTsN 2 Sukoharjo during pandemic era based on the teacher and students' perspectives.

## 2. Observation

According to Guba et al. (1981), the importance of observation is that the researcher can observe directly, the phenomenon can be noted by the researcher himself, it can press bias limitation, and the researcher comprehends difficulties matter. Furthermore, Moleong (2012: 174) stated that the use of observation in research is optimizing the researcher's ability in belief, attention, unconscious attitude, habit, and feeling to the object of research. In anticipation of those viewpoints, the observation is carried out to comprehend and describe the implementation of a speaking program for students of MTsN 2 Sukoharjo during the pandemic era. The passive participant technique was used by the researcher during the observation. The researcher was present in the classroom and examined the object, but he did not play any role or interact with

participant. In this observation, the researcher used camera and photograph during observation process.

**3. Document**

In addition to conducting interviews, the researcher used documentation to collect data. The documentation were some videos of the implementation of speaking program for students of MTsN 2 Sukoharjo during pandemic era as teaching learning documents.

**F. Trustworthiness of the Data**

Before field information is chosen as research data, empirical data is examined to draw conclusions. Certain criteria are followed by data validity techniques. As validity investigation techniques, there are four criteria. They are credibility, transferability, dependence, and conformity (Moleong, 2007).

The relevance of observation, according to Guba et al. (1981), lies in the researcher's ability to see directly, identify the phenomena themselves, press prejudice limitations, and understand the significance of challenges. In addition, Moleong (2012: 174) said that using observation in research enhances the researcher's capacity for believing, attentiveness, unconscious attitude, habit, and feeling for the object of investigation. In advance of such opinions, an observation is made in order to understand and describe how a speaking program was implemented for MTsN 2 Sukoharjo students during the pandemic period.

Triangulation techniques can also be used to assess the validity of data. Triangulation is a strategy used by qualitative researchers to make sure that their accounts are thorough, robust, and well-developed. It is an assessment of data validity that involves a variety of data sources in an investigation to build insight. Four different types of triangulation exist (Patton, 1984). The first is data triangulation, also known as source triangulation, in which the researcher collects data from multiple sources and validates it. The second is investigator triangulation, in which the validity of the data can be verified by numerous researchers. The

third is methodological triangulation, which enables researchers to validate data by utilizing various data collection methods. The final method is theoretical triangulation, in which the researcher discusses one topic of discussion.

In this study, the researcher used methodological triangulation. The researcher compared data from observations, interviews, and documents to validate the data. After observing the teaching and learning process, the researcher cross-checked it by comparing it to interview data and documents..

## G. Technique for Analyzing Data

The descriptive qualitative data analysis technique was used in this study. The qualitative method is a type of research that does not employ any calculation or statistical procedures. Miles and Huberman created a data analysis model. (Sugiyono, 2013).
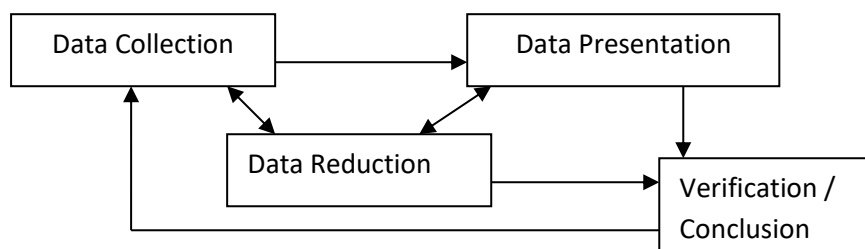


Figure 3.1. Model of Data Analysis Miles and Huberman

The scheme above is the techniques in analyzing data by:

## 1. Data Collection

The researcher collected the data from the results of observation, interviews, questionnaire and documents to be presented in field notes. He observed the implementation of speaking program for students of MTsN 2 Sukoharjo during pandemic In order to support the findings, he also conducted interviews with English teachers. Field notes were used to record the findings of the writer's observation.

**2. Data Reduction**

Reduction entails excluding obtained data that is not used or relevant to the study. The data gathered during the field notes processes becomes increasingly large and complex. The data must be condensed. Data reduction entails summarizing, selecting points, and focusing on the most important issues in order to discover the theme and pattern. In this study, the researcher eliminated data that were unrelated to the subject matter.

**3. Presentation**

To make it understandable, the data is controlled and structured. The researcher can plan the following steps by understanding the issue and the general situation thanks to data presentation. The data was presented by the researcher in the form of descriptive qualitative ones. It includes observational findings as well as student evaluations.

**4. Conclusion / Verification**

For credibility, the conclusion must be verified. Verification is the activity of honing the writer's attention to detail and even performing wider replication on other groups of data.