CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of some principle components of the research methods used in this research. They are research design, subject of the study, instrument and data collection technique, and data analysis.

A. Research Design

In this study the researcher uses descriptive qualitative research; this research could be said as descriptive because this research gives us the description about condition, situation and natural setting. According to Bogdan and Biklen which is cited by Sugiyono (1982),

“There are some characteristics for descriptive research, such as:
a. Qualitative research has the natural setting as the direct source of data researcher is the key instrument
b. Qualitative research is descriptive. The data collected is in the form of word of picture of rather than number.
c. Qualitative research is concern with process rather than simply with outcomes or product.
d. Qualitative research tends to analyze their data inductively.
e. “Meaning” is essential to the qualitative approach.”

Learning in SMAN I Krian becomes the setting of the study. The researcher did not add and reduce anything from the process, the researcher intends to get information of the process in natural setting then described them. When the study is aimed to describe the implementation of using English as an instruction for teaching non English subject matter, it is in the form of descriptive qualitative.

B. Subject of the Study

The subject of this research is the eleventh grade student of SMA NEGERI 1 KRIAN SIDOARJO. Actually, there are seven classes eleventh grade, one class of social major,

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1 Sugiyono, _Metode Penelitian Kuantitatif Kualitatif dan R&D_ (Bandung: CV AFABETA, 2009), page 13.
five classes of science major, and one class of language major. The researcher only chose one major of those majors. That is a science major, because the English instruction is conducted fully in science major. The class consisted of 39 students.

C. Instrument and Data Collection Technique

In the qualitative research, the researcher is the key instrument of this research. The researcher is the only one who becomes an instrument or the device of research. According to Lincoln and Guba which was cited by Sugiyono,

“The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But is the human instrument has been used extensively in earlier stages of inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product.”

For conducting the research, the researcher uses some of data collection techniques. They are: observation, interview, questionnaire and documentation.

1. Observation

Observation is the primary technique which is going to be used by the researcher to collect the data about English as the medium of instruction used by non English teacher to answer the research question number one.

According to Sanafiah Faisal which is cited by Sugiyono, “There are three kinds of observation; those are participant observation, overt and covert observation, and unstructured observation”. Furthermore, according to Spradley, “participation observation is divided by four points; there are passive participation, moderate participation, active participation, and complete participation.”

In this study, the researcher acts as passive participation. When the researcher is being as an observer, the researcher has a board of that is observed. It means that the researcher does not take a part of learning when the teacher teaching the subject. It is used to recognize and observe

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2 Ibid, page 223.
3 Ibid, page 226.
the condition of the class, how the teacher carries out the lesson, the teacher’s strategies that are used, the teacher’s problem in speaking, the students’ difficulty and response to the teacher’s explanation.

Based on this technique, the researcher obtains unclear information which is reasonable to be implemented in the classroom. Furthermore, this research is going to be composed fully and clear by supporting techniques beneath. The aim of using this technique is to obtain the data about the use of English as an instruction for teaching non English subject matter

2. Interview

For obtaining the data, the researcher makes questions while using face-to-face action to the respondent. According to Moh.Nazir, “interview is the inquiry process of getting information which is conducted by interaction and face-to-face act between the researcher and the respondent.”

It is used to get the accurate data and to support observation conducted previously. Susan Stainback which is cited by sugiyono said that, “Interviewing provides the researcher a means to gain a deeper understanding of how the participation interprets a situation or phenomenon than can be gained through observation.”

In this opportunity, the students become interviewee of this technique. The result of using this technique is to obtain the information about English language instruction used by non English teacher to answer the research question number one.

3. Questionnaire

Questionnaire as documents asking some questions all individuals in the sample. The researcher uses questionnaire to know the problem of student. According to Moh Nazir,

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“Questionnaire is a set of questions that are logically related to the research problem, every question is the answers which have meaning in examining hypothesis.”

In this case, the question is given to English students in order to know the students’ responses concerning the use of English as the medium of instruction of non English subject matter.

4. Documentation

Documentation purposes to support the result of observation and interview in qualitative research. According to Bogdan, “In most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief”

In this case, documentation is used for collecting the data about the research question number one which is showed by lesson plan documentation and the research question number two which is showed by the score of assignment.

D. Data Analysis

In this study, the researcher uses Milles and Huberman model. According to Milles and Huberman which was cited by Sugiyono,

“The qualitative data analysis is conducted interactively and continuously up to the completion of data. There are three steps of this model: data reduction, data display, and conclusion drawing/verification.”

For the first step is data reduction. In this step, all data which are collected as many as possible by research techniques, are noted and rechecked accurately and carefully. From these data, the researcher reduces, chooses data and focuses on the same theme. By characterizing and grouping the data, the researcher finds the outlined data.

6 Moh.Nazir, Metode Penelitian (Bogor: Ghalia Indonesia, 2005), page 203.
7 Sugiyono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (Bandung: CV AFABETA,2009), page 240.
The second step is data display. In this step, the researcher displays the data with chart or tabular and narrative text. According to Milles and Huberman which was cited by Sugiyono, “The most frequent form of display data for qualitative research data in the past has been narrative text, graph, metric, network and chart.”\(^9\)

In this condition, the researcher uses percentage of student’s responses to support this analysis easily. The percentage of student’s responses is acquired by the division between respondent answer and the number of respondent, then it times 100%. This step is in order to know the most qualified data and the unqualified data.

The last step is conclusion drawing/verification. After conducting those steps above, the researcher draws the conclusion of the data. The data is described and written on the research paper. The aim of this step is to obtain the reasonable of the use of English as the medium of instruction of non English subject matter.

\(^9\) Ibid, page 249