

CHAPTER 3 RESEARCH METHODOLOGY

This chapter discussed about the research methodology that can conduct the research. The parts of research method are Approach and Research Design, Setting of the Study, Data and source of data, Research instrument, Data analysis technique, checking validity of findings and research stages.

A. Approach and Research Design

In this research, researcher used descriptive qualitative approach to design and analyzed data. Descriptive research included surveys and fact-finding enquiries of different kinds. The major purpose of descriptive research is description of the state of affairs as it exists at present.¹⁰⁸ So in descriptive research, researcher did not control the variable, but researcher only report what is happening or what has happened in her research. Then, Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind.¹⁰⁹ Additionally, qualitative research is research that contain attitude or opinion researcher based on research, that the research uses depth interview to get the purpose of the research. On the other reference, the term qualitative research can be taken refer to research that is based on descriptive data that does not make (regular) use of statistical procedures.¹¹⁰ In conclusion, qualitative research is the research that uses descriptive for the explanation and describe the research, did not use statistical procedure to take the data.

Researcher described the phenomenon at the seventh grade students on MTsN Bangsal Mojokerto about the implementation of word wall vocabulary that can increase their English spelling. And found the factors that influence their difficulties in learning English, especially spelling.

¹⁰⁸ C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition* (India: New Age International Publisher, 2004), 3.

¹⁰⁹ Ibid.,

¹¹⁰ Alison, Mackey - Susan M. Gass, *Second Language Research*, (London: Lawrence Erlbaum Associates, Inc., Publishers, 2005), 162

B. Setting of the Study

The research subject of this research is the seventh grade of Islamic junior high school bangsal (MTsN Bangsal) in academic years 2016-2017 at A class students. The research conducted in A seventh grade class in MTsN Bangsal as the sample of this research. MTsN bangsal is located on Jl. Pendidikan Sumbertebu Bangsal Mojokerto.

This sampling method involved purposive or deliberated selection of particular units of the universe for constituting a sample which represents the universe.¹¹¹ John M. Creswell said on his book that, purposive sampling is researchers intentionally select individuals and sites to learn or understand the central phenomenon.¹¹² Additionally, in qualitative research, purposive sampling used to identify the participant or subject of research based on the place and people that can maximally help us to collect the data information.¹¹³ In using purposive sampling, researcher has the standard or criteria to choose the sample, include gender, the background of informant, and the way they study in class. So, researcher used A seventh grade because in this class there are homogenous class that all of the students' have average competent in English, and also the total of the member of the class is balance (boys 18 and girls 19). So the researcher can easier to conduct the research.

C. Data and Source of Data

1. Types of Data

Based on Kothari said on his book, he said that there are two types of data, there are primary data and secondary data. Those data explained in detail below:

¹¹¹ C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition* (india: New Age International Publisher, 2004), 15.

¹¹² Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 206

¹¹³ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 205

a) Primary data

Primary data are the data which collected afresh and for the first time, and thus happen to be original in character.¹¹⁴ Researcher found the primary data from the target of the research or quotable as originally collected. The primary data take from direct communication with despondences and from personal interview.¹¹⁵ Researcher got the primary data from the direct communication with English teacher and from some students. So, primary data is important for research, because researcher can find the data directly and then elaborated the data with the other resources. Researcher and informant discussed about the implementation of word wall media for teaching spelling and the factors that influence the difficulties of teaching English especially spelling at MTsN Bangsal Mojokerto.

b) Secondary data

Secondary data are those which have already been collected by someone else and which have already been passed through the statistical process.¹¹⁶ Secondary data is the compilation data that found from other resources and from the statistic process. So, researcher used the secondary data to complete the data of research. In this research, researcher used secondary data were the documents analysis of the research. Researcher also used the checklist data document for complete the data of the research. The answer about the curriculum of English at the school, the way to teach English spelling, the strategy for teaching English and some questions that related to the research.

2. Source of Data

The primary source of the data is the documents of the students' in teaching learning process in the English class and

¹¹⁴ C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition* (india: New Age International Publisher, 2004), 95

¹¹⁵ Ibid.,

¹¹⁶ C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition* (india: New Age International Publisher, 2004), 95

interviews. The documents are the lesson plan of teacher to teaching English spelling, and also the checklist document analysis, contains about the ways or strategies to teach English. Interview used to get more data from some informant; include English teachers, students, and the headmaster of the school. Actually, researcher did not constraint the informant of the research; because researcher needs much information to complete the data of research, but researcher toke the information that match with the instrument of interview or document. So researcher compared and made conclusion of observation checklist, the answer from some informant in interviews and documents of teaching learning process.

D. Research Instruments

Researcher used the instrument to collect the data of research. In qualitative research, the primary instrument for gathering the data is the researcher himself/herself.¹¹⁷ In additional, qualitative research has kinds of instrument to collect the data, there are observation, interviews, questionnaires, documents, and also audiovisual materials.¹¹⁸ But in this research, researcher used checklist documents analysis and interview guidelines.

1. Checklist Documents Analysis

One of the research instruments in qualitative research is documents. The documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters.¹¹⁹ In this research, researcher used lesson plan for the documents analysis. Researcher analyzed the components and steps of the research include applying the spelling process or not, and how teacher used word wall for teaching English especially spelling. Checklist document

¹¹⁷ Ary, Donald et.al, *Introduction to Research in Education (8th ed)* (Canada: Cengage Learning, 2010), 423

¹¹⁸ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 212

¹¹⁹ *Ibid.*, p. 223

analysis used to match the data from interviews and document of research.

In additional, the documents used to check the validation of data and made easier for researcher to analyze the data. So, from this instrument, researcher matched and looked the instrument that used by teacher to teach in class.

2. Interview Guidelines

An interview occurs when researchers ask one or more participants general, open-ended questions and record their answers.¹²⁰ After researcher recorded the answer of interviews, researcher transcribed the data to computer file for analysis. According to Kothari on his book, the interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses.¹²¹ Kvale remarks, as an interview, an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data.¹²² This is the difference about interview with questionnaire, that questionnaire used written to asking and answering some questions, but in interview used direct or indirect oral-verbal responses.

In the interviews technique, researcher used open-ended questions and the informant uses open-ended responses. An open-ended question is the participants can give the best voice of their experiences unconstrained by any perspective of the research or past research findings.¹²³ And an open-ended response in qualitative interviews is a question allows the participant to create the

¹²⁰ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 217

¹²¹ C.R. Kothari, *Research Methodology Methods and Techniques Second Revised Edition* (India: New Age International Publisher, 2004), 97

¹²² Cohen Louis, Lawrence Manjon, Keith Morrisson, *Research Method in Education*, (New York: Roudledge, 2007), 349

¹²³ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 218

options for responding.¹²⁴ So researcher asked and gave the informant authority to answer the questions flexibility.

And the purposes of the interview in the wider context of life are many and varied, for example:¹²⁵

- a) to evaluate or assess a person in some respect
- b) to select or promote an employee
- c) to effect therapeutic change, as in the psychiatric interview
- d) to test or develop hypotheses
- e) to gather data, as in surveys or experimental situations
- f) to sample respondents' opinions, as in doorstep interviews

In this research, researcher used interview to get the data or some information. The interviewer or the informants are the teacher of English class, some students, and also the headmaster of the school. The questions about the implementation of word wall media to increase spelling students. So researcher modified the instrument of interview to conduct the research and got the data. The data from interview combined with the result of documents analysis. So the data can complete and valid.

3. Observation Checklist

In this research, researcher used observation checklist to collect the data of research. Based on the book about research design, a qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site.¹²⁶ Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.¹²⁷ From the definition above, observation is the process to get the information used

¹²⁴ Ibid.,

¹²⁵ Cohen Louis, Lawrence Manjon, Keith Morrisson, *Research Method in Education*, (New York: Roudledge, 2007), 351

¹²⁶ Creswell, John. M, *Research Design: Qualitative, Quantitative and Mix Methods Approaches*, (Lincoln: University of Nebraska, 2012), 239

¹²⁷ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 213

field notes, and record. Observation checklist used to adjust the observation checklist data with the process in real class. Additionally, researcher took nonparticipant observation, because of researcher as observer who observed the research without participating or taking any activities in the research process. Researchers just sit down in the back of the classroom, and watched the learning process. In non participant research, researcher may interact with subject of research to support the subject of research but not really involved in the activity of learning process.

On the other hand, observation technique used to answer the first and second questions. Because observation sheet contained some technique, teacher's strategies, and contains about the instrument for answer both of questions.

E. Data Analysis Technique

Researcher collected the data and analyzed using data analysis techniques. To analyze the data, researcher also conducts the steps of data collection techniques. A data collection technique is the way the researcher collects the data empirically and objectively.¹²⁸ Empirically data got from the experience and the contribution of the researcher to conduct the research. And the objectively of the data mean, researcher conduct the real research to find the data objectively, she is as a researcher, not as the teacher or other, researcher did not manipulated the data. So the result of the data is valid and reliable.

The six steps in the process of analyzing and interpreting qualitative data based on the book from John M Creswell are:¹²⁹

1. Prepare and Organize the Data for Analysis

Organization of data is critical in qualitative research because of the large amount of information gathered during a study.¹³⁰ In this stage, researcher collected the data from

¹²⁸ Rahayu Devi, Thesis: *"The Implementation of Students Peer Assesment in Writing Descriptive Text at Tenth Grade of Trisila Senior High School of Surabaya"*(Surabaya: Sunan Ampel States Islamic University, 2015).

¹²⁹ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 261

¹³⁰ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 261

interviews, document analysis and also from the observation in the class. And then, researcher organized the data based on the types of data. Researchers wrote the field notes and organized into the description of text based on the theme of research. The field notes got from the interviews, documents checklist and also observation of the class.

2. Explore and code the data

The purposes of exploring the data in qualitative research to obtain a general sense of the data, writing memo ideas, thinking about the organization of the data, and considering whether you need more data.¹³¹ The researcher conducted these stages on preliminary research. Researcher wrote a memo as a short field notes, photos and general concept of research. Moreover, the process of coding is one of reducing a text or image database to descriptions and themes of people, places, or events.¹³² Code the data to make the sense out of the data, segmenting and labeling into description of the text based on the theme of research. In this stage, researcher read and made the idea from the short memo as a field notes. After that coding the data based on the activities, places, purposes, strategies, setting and context, etc. So the data can easy to analyzing.

3. Coding to build description and themes

Coding to build description and themes are consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through description and thematic development.¹³³ Researcher made the detail of the data from coding data. The description consist the setting, ideas, and the result of research based on the theme. Then, researcher developed the data into specific data and analyzed the data from all sources (interview and document analysis). In additional, themes used to limits the scope of research.

¹³¹ Ibid., p 243

¹³² Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 243

¹³³ Ibid, p. 247

4. Represent and report qualitative findings

Represent the finding in qualitative research often display in visually, like an images or pictures.¹³⁴ The images represent as photos, tables or charts, diagrams. Then make clear explanation and narrative discussion. Narrative discussion is a written passage in a qualitative study in which researcher summarize, in detail, the findings from their data analysis.¹³⁵ In this stages can also called as make the report of findings. Researcher made the report of finding used her own language based on the finding that has been collected. And then, researcher interpreted the finding.

5. Interpret the finding

Interpretation in qualitative research means that the researcher steps back and forms some larger meaning about the phenomenon based on personal views, comparisons with past studies, or both.¹³⁶ In this stage, researcher wrote a summary of research findings, compared between the finding, the literature and the previews research that have correlations, suggesting limitations and future research. Summarize the finding to make reader easy to find the result of the research and can make clearly discussion. In addition, comparison the finding with literature and previews research also important, because this stage can limit the plagiarism from the previews research that have similar and from the literature. In this stages also combined personal views with an educational and social science or ideas. In additional, the researcher gave limitation at the problems of research, purposive sampling of individuals or sites for the study. Implication for future research may include the research object, location and the new ideas to conduct the future research.

6. Validate the accuracy of the finding

¹³⁴ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 253

¹³⁵ Ibid.,

¹³⁶ Ibid., p. 257

Validating findings means the researcher determined the accuracy or credibility of the findings through strategies such as member checking or triangulation.¹³⁷ In this research, researcher used triangulation to checking the validity of finding. Researcher collaborated the evidence of different individuals, types of data, and the method that used by researcher.

F. Checking Validity of Findings

The researcher used triangulation. It means a technique to examine validity and credibility by checking the data on the same object of study but in different methods.¹³⁸ The purpose of triangulation is to make the accuracy data of research. Researcher compared the result of the data with the other research. The most common definition of triangulation, however, is that it entails the use of multiple, independent methods of obtaining data in a single investigation in order to arrive at the same research findings.¹³⁹ In additional, Triangulation of data is the data that will be collected through multiple sources to include interviews, observations and document analysis.¹⁴⁰

G. Research Stages

This research was conducted with the procedure of research. The following stages are: preliminary research, planning, implementing, analyzing data, and concluding data.¹⁴¹

1. Preliminary Research

Preliminary research is important stage to doing research. In this stage, researcher ensured for the object of research, subject, and about the problems that want to observed. Researcher also confirmed to school to conduct

¹³⁷ Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 259

¹³⁸ Cohen Louis, et.al., *Research Method in Education*, (New York: Roudledge, 2007), 142.

¹³⁹ Alison, Mackey - Susan M. Gass, *Second Language Research*, (London: Lawrence Erlbaum Associates, Inc., Publishers, 2005), 178

¹⁴⁰ Creswell, John. M, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, (Lincoln: University of Nebraska, 2014), 259.

¹⁴¹ Lexy J, Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2004), 84

the research. Preliminary research is the stages to identify participants and sites to be studied and to engage in a sampling strategy that help researcher understand about the central phenomenon and the research question in the research.¹⁴²

In this stage, researcher observed by coming to the school, meet up with English teacher and also the headmaster of the school to interview and dealing for the research. Before meet and observe the students, researcher asked about some questions to teacher and also headmaster about English development in this school, teacher's strategies, the curriculum of English, the factor that influence students enthusiasm to study English, the constraint to teaching learning English based on the experienced of teacher and also students, and the background study of student and also teacher. After that, researcher meet and interviewed some students and gave they question about teaching learning English that the school. The main point of some example questions above to answer the research questions of this research. Additionally, researcher also got the opportunity for join to the English class. So researcher can observe the class and look the process of teaching learning process.

Additionally, the researcher used some theory from some books or some previews research to complete the theory or literature reviews. Researcher found the literature review or theory from some book in library, And also from E-book from some website or journal research. So this research can be valid and reliable.

2. Planning

In this stage, researcher determined planning for the research. Researcher prepared to implement or conducts the research based on the procedure. The first, researcher determined the time to conduct the research based on agreement with teacher. And then researcher prepared for the instrument of interviews or some question for interview

¹⁴² Creswell, John. M, *Education Research: Planning, Conducting and Evaluating Quantitative and Qualitative*, (Lincoln: University of Nebraska, 2012), 205

to research subjects. Researcher created the documents for research, include checklist document analysis and lesson plan. Researcher also asked the validation of instrument to advisor. After that, researchers meet to subject of research to conduct the research.

3. Implementing

Implementing stage is the stage to conduct the research. Researcher used the instrument to look for the data. In this stage, researcher interviewed the headmaster of the school, to the English of the teacher and also to some students of the subject of research. The researcher used checklist data to ask about the lesson plan that teacher used and about the English curriculum of the school.

Moreover, researcher observed the process of teaching learning process in the class, matched the lesson plan with the teaching learning process, and also looked how teacher implement the word wall as media to teaching spelling. So, in the end of research, researcher can know the implementation of word wall vocabulary as a media to teach spelling students.

4. Analyzing Data

After conducted the research, researcher collected all of the data. In this stage, researcher wrote transcript of interview record, analyzed the result of checklist document and observed the process in the class. The process of analyzing the data include: transcribing, categorizing, classifying and concluding the data. The clear explanation of the analyzing data will be explained in the stage analyzing data.

5. Concluding Data

Concluding data is the stage to conclude or reflect the data information and then comparing with some theory that related to the research. Researcher gave opinion to conclude the data. And then, researcher matched the information with the research question to find the answer of the research questions. If the result of data did not answer the research question, researcher can look for the other informant to get the other answer until the research question get the answer.