

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes about the research setting, the data and data source, the research method, the technique collecting data, the technique of analyzing data, and the technique of establish the trustworthiness.

A. The Research Setting

This research will be conducted to students' of English Education Students' bachelor program of class 2018 in *Tarbiyah* and Teachers Training Faculty at the State Islamic University of North Sumatera Medan.

B. The Data and Data Source

The data of this study is the results of interview, observation, and documentation. The qualitative researchers collect data themselves through examining documents, observing behavior, and interviewing participants.³⁰ The data sources of this research are an English education department students' of *Tarbiyah* and Teachers' Training Faculty the State University of North Sumatera Medan as the key informant. While the supporting informants are the classmate, the lecturers', the head of department and their parents.

C. The Research Method.

The study applies qualitative research method which belongs to phenomenology design because the researcher begins with a full description of his or her own experience of the phenomenon. This is an attempt to set aside the researcher's personal experiences (which cannot be done entirely) so that the focus can be directed to the participants in the study.³¹

D. The Technique Collecting Data.

To collect data of this study, the researcher uses three kinds of instrument to collect the data, they are observation, interview and documentation.

1. Observation

³⁰ John W. Creswell, (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. (3rd edition) India: SAGE Publications, p.27

³¹ John W. Creswell, Ibid. p.193

According to Newby, Observation is used to where the researcher, who may or may not be known to the subjects, collects data using approaches that range from structured to opportunistic. Observation takes place in or captures real time in the research environment.³²

2. Interview

According to Gay, Interview is a purposeful interaction in which one person obtains information from another. Interviews permit researchers to obtain important data they cannot acquire from observation alone, although pairing observations and interviews provides a valuable way to gather complementary data³³

3. Documentation

The data is also taken from document such as from the student's homework, work book or their notebooks.

E. The Technique of Analyzing Data.

The data in the research will be analyzed by using Miles and Hubermans technique: data condensation, data display, and verification.³⁴

1. Data condensation

According to Miles, data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. As data collection proceeds, further episodes of data condensation occur: writing summaries, coding, developing themes, generating categories, and writing analytic memos. The data condensing/transforming process continues after the fieldwork is over, until a final report is completed.

2. Data display

Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. The displays discussed and illustrated in this

³² Peter Newby, (2014), *Research Methods for Education, Second Edition*, United Kingdom: Taylor & Francis, p.288

³³ L. R. Gay, Geoffrey. E. Mills, & Peter Airasian, (2012), *Educational Research: Competencies for Analysis and Applications*, Britania Raya: Addison Wesley, p.386

³⁴ Matthew B. Miles, A. Michael Huberman, & Johny Saldana, (2014), *Qualitative Data Analysis: A Methods Sourcebook* (3rd Ed.), United States: SAGE Publications, p.12

book include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis that the display suggests may be useful.

3. Verification

From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded.

F. The Technique of Establishing the Trustworthiness

To establish trustworthiness of this study, the researcher uses triangulation: source triangulation and method triangulation. According to Cohen, source triangulation is cross checking the data from the key informant and supporting informants. Method triangulation is using either the same method on different occasions, or different methods on the same object of study³⁵.



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³⁵ Louis Cohen, Lawrence Manion, & Keith Morrison, (2018), *Research Methods in Education* (8th edition), New York : Routledge, p.265