**CHAPTER III**

**RESEARCH METODHOLOGY**

In this chapter, the researcher discusses the research method that is used in the research. Research method is aimed to give adirection how the research is conducted. The research method is used to make the writer accomplishes the study easily. This chapter covers the type of the research, the setting of place and the technique of data collection, the data validity, and the technique of data analysis.

1. **Research Design**

This study is employed by the qualitative research method with case study approach.Creswell said:

*“A case study is an exploration of a „bounded system‟ or a*

*case (or multiple cases) over time through detailed, indepth*

*data collection involving multiple sources of*

*information rich in context. Case study research is a*

*qualitative research approach in which the investigator*

*explore a bounded system (a case) or multiple bounded*

*systems (cases) over time through detailed, in-depth data*

*collection involving multiple source information (e.g.,*

*observations, interviews, audiovisual material, and*

*documents and reports), and reports a case description*

*and case-based themes.”[[1]](#footnote-1)*

Case study is the study of an „instance in action‟. It selects an instance from the class of objects and phenomena and investigates the way this instance functions in context.[[2]](#footnote-2) Characteristics of a case study as follows; (1) placing the object of study as a case, (2) looking at the case as a contemporary phenomenon, (3) conducted on the real living conditions, (4) research reference.[[3]](#footnote-3) The case study aims to improve the knowledge of the real contemporary communication events in its context.[[4]](#footnote-4)

Qualitative method was choosen because this study aims to analyse the implementation of KKNI curriculum based-evaluation in pragmatics subject at sixth semester of English Department. According to Fraenkel and Wallen, case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the spesific case or to provide useful generalization.[[5]](#footnote-5) Therefore, the case study approach allows the writer to study particular students in attempt to understand the case of curriculum.

1. **Research Setting**

This research was conducted at English Department of State Islamic University that located in Jalan William Iskandar Pasar V medan Estate. It consists of Observation, Interview and Documentation Academic Year 2017/2018. To determine the participants of this study, the researcher uses a purposive sampling in order to help the writer understand the phenomenon being studied. According to Creswell, purposeful sampling is aimed to learn or understand the central phenomenon by selecting individuals and sitesintentionally.[[6]](#footnote-6) The participants of the study are the lecture of Pragmatics, the vice of Dean III Tarbiyah and the student at sixth semester of English Department.

1. **Data and Data Source**

As a data source, interview with Pragmatics lecture, also the process of giving the tasks in the classroon by the lecture are observed by the researcher. Besides, the researcher also did the interview with Vice of Dean III Tarbiyah faculty as a supporting data. The subject in this research is Pragmatics lecture of PBI.Finally, the object of the study is the implementation of Indonesian Qualification Framework Curriculum on the evaluation especially the model of the tasks.

1. **Data Collection**

In Case Study researchers usually combine a variety of data collection methods such as observation, interview and documentation.[[7]](#footnote-7) To obtain the data, the writer use two techniques of data collection. Since the study is a case study, therefore the writer use in-depth interview technique as the primary technique and then it is followed by observation and study documentfor a validity check.

* + - 1. **Observation**

The first data collection technique is observation. Observation, according to Bungin, is a data collection techique used to collect research data through observation and sensing.[[8]](#footnote-8) in this case, the observation conducted by observing the data of the lecture. So, the subject of the observation is the activities of the lecture in one semester when applying Indonesian Qualification Framework Curriculum (IQFC) such as RPS, the time, the place the lecture apply Indonesian Qualification Framework Curriculum (IQFC).

* + - 1. **Interview**

Interview is data collection technique by way of interviewing selected individual as a respondent. Furthermore, it is a direct face to face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. According to Bungin, in-depth interview is a process to obtain information for the purpose of research by face to face questioning between the interviewer and informant or interviewee, with or without the use of an interview guide. .[[9]](#footnote-9)

The researcher uses semi-structured interviews type. In applied linguistics research most interviews belong to the ‘semi-structured nterview’ type, which offer a compromise between the two extremes: Although there is a set of pre-prepared guiding questions and prompts, the format is open-ended and the interviews is encouraged to elaborate on the issue raised in an exploratory manner. In other words, the interviewer provides guidance and direction (hence the ‘semi-structured’ part in the name), but is also keen to follow up interesting developments and to let the interviewee elaborate on certain issues. Because of the great popularity of this interview format, most of the following recomendation on question wording and interview conduct will be geared at semi-structured interviews in particular.

1. **Documentation**

One of the ways to determine the implementation of Indonesian Qualification Framework Curricum by lecture is documentation. Documentation is one of qualitative data collection methods by viewing or analyzing documents created by the research subject or by others on the subject.[[10]](#footnote-10) Documents can provide information about the state, rules, discipline, and may provide clues about the style of leadership.[[11]](#footnote-11) The documents in question are lesson plan and syllabus. It needs to be analyzed to determine whether the lesson plan is in accordance with the syllabus and the principles of Indonesian Qualification Framework Curriculum or not.

1. **Data analysis**

The process of data analysis fell into three major phases following the framework of qualitative analysis developed by Miles and Huberman: data reduction, data display, and conclusion drawing and verification.[[12]](#footnote-12)

* + - 1. **Data Reduction**

First, the mass of the data has to be organized and somehow meaningfully reduced and reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplyfying, abstracting, and transforming the data.

In reducing the data, the writer chose which aspects of the data that appeared in the interview transcriptions and field notes, should be emphasized, minimized, or set aside completely for the purposes of the research.

* + - 1. **Data Display**

Data display is the second phase in Miles and Huberman’s model of qualitative data analysis. This phase provides an organized and compressed assembly of information that permits for conclusion drawing.

The writer displayed the data that have been reduced in order to facilitate for data interpretation. It displayed in a table with the basic categories such as evaluating implementation of KKNI curriculum.

* + - 1. **Conclusion Drawing and Verification**

Conclusion drawing involves stopping back to consider what analyzed data mean and to asses their implication for the research question. In this phase, the writer drew meaning from the data in a display.

Furthermore, the data have to be checked for their sturdiness and confirmability. The writer checked the validation of the data using triangulation strategy. According to Miles and Huberman, triangulating is a tactic for verifying of confirming findings by using multiple sources and modes of evidence. The writer examined multiple sources, such as interview responses and observational data as many times as necessary to obtain the valid findings of this study.

1. **Trustworthiness of Study**

In qualitative research, trustworthiness of a research study is important to evaluate its worth. The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry’s findings are “worth paying attention to” According to Lincoln and Guba there are four criteria for establishing the trustworthiness of qualitative data, namely credibility (true value) dependability (consistency), confirmability (neutrality), and transferability (applicability). Credibility is an evaluation of whether or not the research finding represent a “credible” conceptual interpretation of the data drawn from the participants’ original data.

Transferability is the ability to which findings of this inquiry can apply or transfer beyond the bounds of the project. Merrian in Shenton writes that external validity “ is concerned with the extent to which the findings of one study can be applied to other situation” the concern often lies in demostrating that the results of the work at hand can be applied to a wider population. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation. Confirmability is a measure of how well the inquiry’s findings are supported by the data collected. Shenton states that the concept of conformability is that the qualitative investigator’s comparable concern to objectively. Here, steps must be taken to help ensure as far as possible that the work’s fndings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. The role of the triangulation in promoting such confirmability must again be emphasized, in this context to reduce the effect of investigator bias.

The technique which is applied establish the trustworthiness of the data is triangulation. Triangulation is typically perceived to be a strategy for improving the validity of the data. Miles and Huberman says that triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it. Sheton states that triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research.[[13]](#footnote-13)

Denzin identify four basic types of triangulation. Firstly, data triangulation involves time, space, and person. Secondly, investigator triangulation involves multiple researchers in an investigation. Thirdly, theory triangulation involves using more than one theoretical scheme in the interpretation of the phenomena. Fourthly, methodological triangulation involves using more than one method to gather data, such as interviews, observations, questionnaries, and documents.

This study used methodological triangulation. Multiple data gathering is conducted to get the data valid, such as observations and interviews. This is intended to create overlapping and therefore cross-validating data in the study of the implementation of KKNI based-evaluation curriculum at seventh semester of English Department UIN.

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2. David Nunan, *Research Methods in Language Learning*, (New York: Cambridge University Press, 1992), p. 75. [↑](#footnote-ref-2)
3. Imam Gunawan, *Metodologi Penelitian Kualitatif ...*, p. 125-130. [↑](#footnote-ref-3)
4. Tohirin, *Metode Penelitian Kualitatif dalam Pendidikan dan Bimbingan Konseling*, (Jakarta: PT Rajagrafindo Persada, 2012), p. 21. [↑](#footnote-ref-4)
5. Jack R. Fraenkel and Norman E. Wallen*, How to Design and Evaluate research in Education*: Seventh Edition, (New York: The McGraw-Hill Companies,2009), p 13. [↑](#footnote-ref-5)
6. John W. Crewell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth edition, (Boston: Pearson Education, Inc, 2012), p. 206 [↑](#footnote-ref-6)
7. Dornyei, Zoltan, *Research Method in Applied Linguistics*, (Spain: Unigraf S.L, 2007), p.152 [↑](#footnote-ref-7)
8. *Ibid p. 118* [↑](#footnote-ref-8)
9. Burhan Bungin, *Penelitian Kualitatif:* Edisi Kedua (Jakarta: Kencana Perdana Media Group, 2007), p. 111 [↑](#footnote-ref-9)
10. Haris Herdiansyah, *Metodologi Penelitian Kualitatif ...,* p. 143. [↑](#footnote-ref-10)
11. Lexy J. Moleong, Metodologi Penelitian Kualitatif, (Bandung: Remaja Rosdakarya, 2009), p. 219. [↑](#footnote-ref-11)
12. Miles Huberman *Qualitative Data Analysis* (London: SAGE Publications, 1994) p. 10 [↑](#footnote-ref-12)
13. Shenton, K, A. *Strategies for ensuring Trutworthiness in qualitative research projects*. (Education for Information 22 2004) 63-75 63. IOS Press. [↑](#footnote-ref-13)