

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter has been investigated to discuss the method of the study related to research design, research location, research subject, data source, technique of data collection, checking the data validity, technique data analysis.

#### A. Research Method

This research takes a qualitative approach. The phenomenon can be carefully understood by a qualitative researcher if conducted through interaction with the subject in a deep interview. Besides, it can be done through observation of the location of the phenomenon. A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. A central phenomenon is the key concept, idea, or process studied in qualitative research.<sup>1</sup> Qualitative researchers seek to understand a phenomenon by focusing on the total picture and depth of understanding rather than a numeric analysis of data.

The design of this research is a case study. A case study is a type of ethnographic research study that focuses on a single unit, such as an individual, a group, an organization, or a program. The researcher used one group case study in this research. The goal is to arrive at a detailed description and understanding of the entity (the "case"). Case studies use multiple methods, such as interviews, observations, and archives, to gather data.<sup>2</sup>

In this research, the data is collected naturally by observing the English teachers as they teach pronunciation to the eighth grade students at MTs Tarbiyatus Shibyan and by conducting an interview with the English teachers at the school. In this research, the researcher acts as an observer and interviewer. Then, the data was analyzed and presented in the form of a description. The reason why the researcher had the desire to interview the teacher is because he uses creative ways that can make the students more understanding and interested in learning pronunciation, and he has good qualities and uses various strategies in teaching. It also describes improving students' engagement in learning pronunciation through YouTube videos.

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<sup>1</sup> John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Person Education, Inc, 2002), 16.

<sup>2</sup> Ary Donald, *Introduction to Research in Education*, (Belmont USA: Wadsworth, Cengage Learning, 2006), 29.

## B. Research Setting

This research was conducted at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati. This research focused on the implementation of tongue twisters to improve the pronunciation of eighth graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati. It is located in Margomulyo village, Juwana district, Pati regency, 59185. The purpose of this study is to observe teachers' strategies for improving students' English pronunciation at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati.

## C. Research Participant / Subject

Researchers conducted research with participants at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati. MTs Tarbiyatus Shibyan consists of three classes. The subjects of this research were eight graders, consisting of 37 students. The researcher chose eighth graders based on interviews with the English teacher because their pronunciation is still very poor. They speak English as if it were an Indonesian language. Most students think English is a difficult thing.

## D. Source of Data

Key source data in qualitative research are words and actions, and more are supplemental data such as documentation and so on.<sup>3</sup> As for source data in this research, which includes two data sources, which is:

### 1. Primary Source Data

Primary source data are source data which directly provide information to data collection or researchers.<sup>4</sup> As for this researcher, researchers have received primary data from interviews and observations in which researchers use voice recorders or write answers from the informant in interviews conducted by researchers at the research site by interacting with student, eighth grade teachers, and headmaster at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati.

### 2. Secondary Source Data

Secondary data are data collections that are not directly given to researchers but require the help of others with

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<sup>3</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya), p. 122

<sup>4</sup> Sugiono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D*, (Bandung: Alfabet, 2014), p. 308

documents, and secondary data will be obtained if the requirements for primary data are met. Secondary data will be obtained through documentation and literature studies conducted by researching theories that are relevant to research issues, journals, or previous research.

## E. Instruments and Data Collection Technique

Data collection is a subject or somebody who can collect data as material or for analysis in research. Data was obtained from the population that was determined by the sample. The subject of the obtained information served as the research's data source.<sup>5</sup> It means that the data source in a research was the subject where the data can be obtained.

As a result, the data sources in this study are words (information from the respondent and some related documents and actions about The Implementation of Tongue Twister to Improve Pronunciation of Eighth Graders at MTs Tarbiyatus Shiblyan Margomulyo Juwana Pati). The observation is about the implementation of Tongue Twister to improve the pronunciation of eighth graders at MTs Tarbiyatus Shiblyan Margomulyo Juwana Pati.

The techniques used to collect data in this research were observation, interview, and documentation.

### 1. Observation

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semi-structured way, activities at the research site.<sup>6</sup>

Qualitative observers may also engage in varying roles, from nonparticipant to complete participant. Observing in field research is often detailed, tedious work. Motivation arises from a deep curiosity about the details rather than a quick flash.<sup>7</sup> In this research, observation was conducted to observe the way teachers implemented the tongue twister to improve the pronunciation of eighth graders at MTs Tarbiyatus Shiblyan Margomulyo Juwana Pati.

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<sup>5</sup> Suharsini Arikunto, *Procedure Penelitian Suatu Pendekatan Praktik*, ( Jakarta: PT. Rineka Cipta,1992), 172

<sup>6</sup> W. Laurence Neuman, *Basic of Social Research Quantitative and Qualitative Approaches*, (Boston : Pearson Education, Inc, 2004), 287

<sup>7</sup> W. Laurence Neuman, *Basic of Social Research Quantitative and Qualitative Approaches*, (Boston : Pearson Education, Inc, 2004), 287

## 2. Interview

An interview is a conversation conducted by two parties, namely the interviewer and interviewee, to collect information by means of question and answer. The interview technique used by the researcher is an in-depth interview, which means that the researcher asks several questions in depth related to the formulation of the problem so that this interview can obtain maximum data.<sup>8</sup> An interview was conducted in this study to gather information about the use of Tongue Twister to improve the pronunciation of eighth graders at MTs Tarbiyatus Shibyan Margomulyo Juwana Pati.

## 3. Documentation

During the process of research, the investigator collected qualitative documents. It was public documents (such as minutes of meetings, official reports, and lesson plan) or private documents (such as personal Journals and diaries, letters, e-mails).<sup>9</sup> Some of the photographs and file documentation used as document in this research.

## F. Research Data Validity

Validity is an important key to effective research. If a piece of research is invalid, then it is worthless. Validity is thus a requirement for both quantitative and qualitative/naturalistic research.<sup>10</sup> To obtain valid and reliable data, the researcher must be thoroughly accompanied in the field. Because in qualitative research, the researcher is an instrument, It means that the degree of data validity can be determined through interviews and triangulation.

According to Cohen, triangulation is the use of two or more methods of data collection in the study of some aspect of human behavior.<sup>11</sup> Thus, the triangulation technique implies that the researcher collects data using two or more techniques to ensure validity. The purpose of triangulation is to increase the credibility and

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<sup>8</sup> Amir Hamzah, *Metode Penelitian Kualitatif: Rekonstruksi Pemikiran Dasar serta Contoh Penerapan Pada Ilmu Pendidikan, Sosial dan Humaniora*, (Malang: Literasi Nusantara, 2019), p. 76.

<sup>9</sup> John W. Creswell, *Research Design : qualitative, quantitative, and mixed methods approaches 3th ed*, (United States of America : SAGE Publications, Inc., 2009), 181.

<sup>10</sup> Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education sixth edition*, (NewYork : Routledge, 2007), p. 135.

<sup>11</sup> Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education sixth edition*, (NewYork : Routledge, 2000), p. 112.

validity of the findings. In order to check the validity and reliability of the data, the writer will compare the findings obtained by the interview. Data validity can be achieved in this manner. In this research, the researcher used three triangulation techniques, such as:

1. Source triangulation

This technique aims to test the credibility of the data obtained from several sources.<sup>12</sup> In relation to the validity of the data, the researchers used source triangulation by conducting interviews with the head of the school, class VIII teachers, and class VIII students.

2. Triangulation of technique

This technique aims to test the credibility of the data by checking two data to the same source with different techniques.<sup>13</sup> Among them what the researcher did was data obtained by observation and then proved by interviews and documentation.

3. Time triangulation

Time also affects the credibility of the data. Data collected by interviewing techniques in the morning when the interviewee has not had too many problems and is still fresh will provide more valid data so that it is credible.<sup>14</sup> Thus, that in the right time to do research.

In conducting this time triangulation, the researcher conducted research not only once, but many times to obtain truly valid data results by paying attention to the right time where the informant was not in a busy state so as to provide complete and detailed information and information.

## G. Technique Data Analysis

The researcher then begins the process of data analysis after the data have been gathered. The act of looking up and organizing the information from the observation, interview, and record was known as qualitative data analysis. Three current flows of activity make up qualitative data analysis: data reduction, data visualization, and conclusion drawing/verification.<sup>15</sup> Each of the stage was presented in the following:

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<sup>12</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, p. 274

<sup>13</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, p. 274

<sup>14</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, p. 274

<sup>15</sup> Matthew B. Miles, *An Expeded Sourcebook Qualitative Data Analysis*, (London: SAGE,1994), p. 10.

1. Data Reduction

The process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written-up field notes or transcriptions is referred to as data reduction. Throughout the life of any qualitatively oriented project, data reduction occurs continuously. The data reduction and transformation process continues after fieldwork until a final report is completed. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that a final conclusion can be drawn and verified.<sup>16</sup>

2. Data Display

Data display is a stage in an organized, compressed assembly of information that permits conclusion, drawing, and action. The display includes 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 the display suggests may be useful.<sup>17</sup>

3. Conclusion Drawing/ Verification

The conclusion is verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "inter subjective consensus" or with extensive efforts to replicate a finding in another data set.<sup>18</sup>

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<sup>16</sup> Marthew B. Miles et al, *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 11

<sup>17</sup> Marthew B. Miles et al, *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 11

<sup>18</sup> Marthew B. Miles et al, *An Expanded Sourcebook Qualitative Data Analysis*, (California: Sage Publication, 1994), 11.