CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

This method used in this research is qualitative method. According to Creswell, qualitative method is a type of research that explores and understanding individuals or groups of people derived from social problems.[1] Qualitative research in general can be used for research on people's lives, history, behavior, concepts or phenomena, social problems, and others. In addition, Qualitative approaches are concerned with the subjective assessment of attitudes, opinions and behavior.[2] One of the reasons why using a qualitative method is the experience of researchers where this method can find and understand something hidden behind phenomena which are sometimes is difficult to understand.

The type of qualitative research used by the researchers in this study is a case study. Case study is a research strategy where the researcher carefully investigates a programme, event, activity, process or group of individuals.[3] Cases are limited by time and activity, and the researchers collect information completely using various data collection procedures based on a predetermined time. This type of case study research is suitable as a method for implementing the Problem Based Learning learning model in training English speaking skills in grade 8 students at Mts Wahid Hasyim Salafiyah Jekulo.

B. Research Setting

This research took place in MTs NU Wahid Hasyim Salafiyah Jekulo. Which located on Jati-Kudus street, number 175,Tambak, Jekulo District, Kudus. The reason chooses this school is because the researcher had carried out field professional practice (PPL) at that school and knowing that most of the students' English speaking skill at the school was still low.

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[1] John W Cresswell, *Qualitative Inquiry and Research Design : Choosing Among Five Approaches*, ed. John W Cresswell, Second Edi. (SAGE Publications, 2007).

[2] Adhi Kusumastuti and Ahmad Mustamil Khoiron, *Metode Penelitian Kualitatif*, ed. Fitratun Annisya and Sukarno (Semarang: Lembaga Pendidikan Sukarno Pressindo (LPSP), 2009).

[3] Ibid.

C. Research Participants / Subjects

The participants in this study were selected purposively which means research target setting is determined based on the objectives of the research being researched. Participants in this research are 8th grade E students at MTs NU Wahid Hasyim Salafiyah Jekulo Kudus.

D. Instruments and Data Collection Technique

Data collection techniques are techniques or methods that can be used by researchers to collect data, while data collection instruments are tools that are selected and used by the researchers in their collecting data activities so it becomes systematic and easier.[4] Data collection technique show ways that can be taken to obtain the required data. In this research, the researcher's using three techniques; observation, interview, and documentation.

1. Observation

Observation is a data collection technique that is carried out through an observation, accompanied by records of the situation or the behavior of the target object.[5] Meanwhile, according to Sutrisno Hadi the observation technique is defined as observation, systematic recording of the phenomena investigated.[6] From the explanation above, it can be concluded that the observation is a way of collecting data through direct observation of situations or events in the field to research object. In this study, the researcher observed the students' English learning process through the Problem Based Learning model, especially in speaking skills.

2. Interview

Interview is a data collection technique through a question and answer process orally, where the questions come from the interviewee and the answers are given by the respondent.[7] According to Hopkins, interviews are a way to find out certain situations in the classroom seen from another point of view.[8]

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[4] Dodiet Aditya Setyawan, "Metodologi Penelitian : Data Dan Metode Pengumpulan Penelitian" (2013): 1–37.

[5] Abdurrahman Fatoni, *Metodologi Penelitian Dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2011).

[6] Sutrisno Hadi, *Metodologi Research*, Refisi. (Yogyakarta: Andi Ofset, 2002).

[7] Abdurrahman Fatoni, *Metodologi Penelitian Dan Teknik Penyususnan Skripsi* (Jakarta: Rineka Cipta, 2011).

[8] Sutrisno Hadi, *Metodologi Research*, Refisi. (Yogyakarta: Andi Ofset, 2002).

Interviews are interpreted as a way of gathering information material which is carried out by asking questions orally, unilaterally, face to face and with a predetermined purpose. In this study, the researcher was interviewing eight grade students who act as research subjects, English teacher and school principal at the school. This interview technique was used by the researchers to obtain data about students' English learning at the school.

3. Documentation

This technique can be interpreted as a way of collecting data by utilizing data in the form of books, records (documents) asexplained by Sanapiah Faesal as follows: documentary method, source of the information are in the form of written or recorded materials.[9] Documentation is a data collection technique by studying records regarding the personal data of respondents. Documents are written records of various activities or events in the past. The researcher takes documents related to:

    a. A brief history of the establishment of the school
    b. School organizational structure.
    c. Data of the teachers, students and school staff.
    d. School facilities and infrastructure, etc.

E. Research Data Validity

The validity of the data in this research using a triangulation technique. According to Sutopo, triangulation is the most common way to increase validity in qualitative research.[10] In this regard, Sutopo stated that there are four types of triangulation techniques, namely:

1. Data triangulation, in collecting data the researcher must use various of different data sources.
2. Methodological triangulation, the way researchers test the data validity by collecting similar of it but using different data collection techniques or methods.
3. Investigator triangulation, the results of the research both data and conclusions regarding certain parts or the whole data can be tested for validity by several researchers.

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[9] Sanafiah Faesal, *Dasar Dan Teknik Penelitian Keilmuan Sosial* (Surabaya: Usaha Nasional, 2002).

[10] H.B Sutopo, *Metodologi Penelitian Kualitatif (Dasar Teori Dan Terapannya Dalam Penelitian)* (Surakarta: Sebelas Maret Press, 2006).

4. Theoretical triangulation, when testing the data validity the researcher using more than one persepective theory in discussing the problems studied, so it can be analyzed and concluded entirely.

The data validity in this research using the method triangulation technique. This technique is used to test the data validity by collecting similar data but using different data collection techniques or methods. In this case, the researcher is going to compare the interviews from students, teachers, school principal, and the curriculum used in learning at the school.

F. Data Analysis Technique

According to Sugiyono, data analysis is the systematically process of searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing them into units, and synthesizing, organize into patterns, choose the important parts and what will be learned, and make conclusions thus they are easily understood by ourself and other people.[11] The accuracy of the data collected is necessary, but it cannot be denied that different sources of information will provide different information too. The work of analyzing data requires concentration, exertion of physical energy and our mind. In addition, when analyzing the data, the researchers need to study the literature to confirm the theory. Miles and Huberman offer a general pattern of data analysis technique procedures by following the interactive model as follows:[12]

1. Data Reduction

   Data reduction is summarizing, choosing the main things, focusing on the important parts that are appropriate to the research topic, looking for themes and patterns, eventually provide a clearer overview and make it easier to carry out further data collection. In reducing data, the researcher will be guided by the goals to be achieved and have been predetermined. Data reduction is also a critical thinking process that requires high intelligence and depth of insight.

2. Data Display

   After reducing the data, the next step is data display. In qualitative research, data presentation can be done in the form

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[11] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, CV, 2017).

[12] Ibid.

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of tables, graphs, flowcharts, pictograms, etc. Through these data display, the data can be organized, arranged in a relationship pattern, so it will be easier to understand. Moreover, in qualitative research data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, etc, but, the form is often used to present data in qualitative research is with narrative text. Through these process, the data is organized and structured so will be easier to understand.

3. Creating a conclusion

The final step in analyzing qualitative research is creating a conclusion. According to Sugiyono, conclusion in qualitative research can answer the formulation of the problem that has been formulated from the beginning, but it might be doesn't because, as has been pointed out, problems and formulation of the problems in qualitative research are temporary and will be develop upon field research. Conclusion in qualitative research are new findings that have never existed before. The findings can be in the form of a description or overview of an object that was previously unclear, so after the research done it becomes clear.

G. Research Ethical Consideration

Research ethics is important and must be considered in research, especially those related to the participation of participants in research. The researcher's duty is to ensure that participants have rights that function to protect their privacy in the research being conducted and to bring up real findings in accordance with the facts. Be careful in naturalistic studies, it does not guarantee researchers are free from the risk of harm. This happens because there is anonymity that cannot be ascertained. Once students fill out the concents form, whatever is in the form has the ability to become public and is correctly or incorrecly assigned to eatch students. With this in mind, the researcher seeks to remind the reader that ethical questions are never easy. Carefulness in research preparation and practice as well as being responsible for decision-making are essential to conducting qualitative studies.