

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the writer would give the description about the method of the study, This chapter consist of design of the study, subject of the study, instrument of the study, data collection and data analysis.

#### **3.1 Research Design**

This study purposed to investigate what are the language learning style preferences of students at SMA Muhammadiyah 1 Gresik and did the teacher aware of and facilitate them. Writer had done a survey to tenth grade students who are studying at SMA Muhammadiyah 1 Gresik to know what are their learning style preferences. Teacher who are teach these student were observed and interviewed to find out whether they are pay a little or unaware of them in further. The writer tend to use descriptive qualitative method. It is considered as the most appropriate to use in this study because the objective of the study is to describe the teacher awareness of students' language learning style preferences.

#### **3.2 Subject of Study**

Schools that took place for the study deal with writers' needs which are school that claimed as the most chosen destination schools in years, in other word it called as favourite school. These kind of schools has a good English programs and activities such us debate class, telling story, English camp and students exchange. The writer take a few sample of those schools, each one of government and private school. School that met the writers needs was SMA Muhammadiyah 1 Gresik.

Tenth grade students selected as the participant because as earlier as the student knows their language learning style preferences, it would be better. Students would have their own strategy to learn and master the language.

The participant of this study is 74 learners of tenth grade students, include 46 females and 28 males students. The Writer took 5 students on each of tenth grade classes of those schools. The teachers who were teach these students would have interview session with the writer for conducting if the teacher unaware or pay a little to their students' language learning styles preferences. The researcher has the criteria of the teacher that would be conducted in this study, they are; the teacher that has been graduated from SI English department of the faculty of teacher training and education, the teacher has experienced minimal 3 years in teaching English.

### **3.3 Data and Source of Data.**

The researcher was the key instrument in this study. The data of study were collected by the writer in form of recording observation, questionnaire and interview the teacher. The source of the data was taken from the student as the participant in questionnaire and teacher as participant in the interview instrument. The data analyzed based on the writers' description and interpretation of some phenomenon that exist during the research include the word sentence and picture.

### **3.4 Data Collection Instrument**

Robson (2007) maintains that a researcher should use the simplest manner of collecting the data to get answers to the research question and should not collect any more data than necessary. Because of this conditions the data collection instrument selected for this study are questionnaire and interviews.

#### **3.4.1 Recording Observation**

To get the specific data the researcher used observation and it used to gain some important information about what happen in the classroom during teaching activity that concern with students' learning style preferences from beginning up to the end. The researcher would use video recorder during teaching and learning process in the class.

#### **3.4.2 Two Option Questionnaire.**

The second instrument was questionnaire , A questionnaire is a method of data collection that asks participants to give written or verbal replies to a written set of questions (Parahoo 2006). The questionnaire that used by the writer was adopted from Willing (1989) with a few modifications. It consist of 28 items. For example, "*I like to learn English alone* ", followed by two choices whether agree or disagree. The highest scored would scored 5 point as the positive answer it was, when the student agree with the statement and the negative answer will scored 1 point.

The questionnaire consist of aspect of language learning style. In this study, the writer used closed type item which was the respondents provided with ready-made response options to choose

from, normally by encircling or ticking one of them or by putting an 'X' in the appropriate slot/box. Here, the researcher provided two options on each statement for the indicators that could be measure and elaborated the students' language learning style preferences.

### 3.4.3 Interviews

The third instrument was Interview. The researcher used interview as the third tool to gain the data. It conducted to know how do teachers aware of and facilitate their students language learning styles preferences. In order to know the teacher awareness of their students Language learning style preferences and how do they facilitate them. The interview technique used in this study was depth interview. The data concerned about what are the teachers opinion about their student language learning style preferences. The researcher had an interview section with the English teacher to know how the teacher feedback of their students language learning style preferences.

## **3.5 Data Collection Procedure.**

### 3.5.1 Observation

In doing the observation the researcher decided to act as a non-participant observer that she does not take any part of teaching and learning process because she just observes the learning process done by the teacher in the class. She only comes, sits on the back of the class and records the process. Meanwhile, the researcher also uses a recorder; it is in the form of video recorder.

### 3.5.2 Questionnaire

The writer helped by the teacher to call 5 students from each tenth grade classes of each schools. Then, all students gathered in room which provided by those school. Here, the writer introduced herself to the students and explained her purpose to ask them gether as the participants. The participants were asked to tick the most suitable of two choices. The questionnaire was consist of 28 items adopted from Willing (1989) with a few modification and written in Indonesian language. Time needed by the

participants to tick the questionnaire is about 3 to 5 minutes. The item questions consists :

- a. Questions 1 - 7 deals with students preferred on Concrete Learning Style.
- b. Questions 8 - 14 deals with students preferred on Analytical Learning Style.
- c. Questions 15 - 21 deals with students preferred on Communicative learning style.
- d. Questions 22 - 28 deals with students preferred on Authority - Oriented Learning Style.

The reply of each statement in the questionnaire calculated as a percentage and the data illustrated using tables and bar charts. Tables facilitate presentation of large amounts of data and bar charts give a clear picture of results with a sense of proportion (Parahoo 2006). The writer presented the language learning style preferences using table and bar charts, and extended text used to discuss the result of the questionnaire.

### 3.5.3 Interview

The writer asked the teachers who were teach students who had done ticking the questionnaire about his students preferred learning styles. . Here, the writer interviewed the teacher in order to have the data valid. The interview took about 3 - 5 minutes by using recorder. Questions in the interview concern about how do teachers aware of and facilitate their students language learning styles preferences. The interview done a week after students done the questionnaire.

## 3.6 Data Analysis

Analysing data from the data collection is needed in order to have a clear discussion and result. In this study, the researcher conducted three steps to analyze the data from the interviews tool which consist of; data reduction, data display, and drawing conclusion. It was supported by Miles and Huberman (1994) that divided the analysis of qualitative data into three processes which were reducing the data, displaying the data, drawing and verifying the

conclusions. The writer explores each data analysis steps in more depth as she proceeds below.

#### a. Data Reduction

The first data reduction is from the video recording observation which is gotten by observing the way the teacher taught students and also finding out was the teacher teaching activity match with the students learning style preferences. The researcher took the activity from pre- until post-activity.

The second data reduction was come from the depth interview with the teacher conducted to cross check the data from the recording interview. The researcher also took the teachers statements about how do they aware of and facilitate their students' language learning style preferences. Then the writer reduced the data which not related with the teaching and learning process.

#### b. Data Display

The first data display was from the video recording observation. The researcher displays the data from the video recording observation by using extended text and table. The data are the teacher awareness of their students' language learning style. Those types of data display are purposed to display the data which conveys what is happening in detail in the classroom from the first meeting to the last meeting orderly.

The second data display came from two option questionnaire. The extended text and table used to describe the students' general perceptions about their language learning style preferences.

The third data display was from depth interview with the teacher. The data were interpretation of the writer about teachers' statement in recording interview. Extended text used to display the data from interview transcription in order to be understood clearly by the readers.

#### c. Drawing Conclusions.

The first analysis from recording observation data. This conclusion aimed to give clear visualization how the teacher aware of their students' language learning style by observing the way teacher giving activity in their class. The researcher also compared her research finding with the

previous study in order to find out the best way in matching the teacher teaching style and the students learning style in the classroom.

The second analysis was from two option questionnaire. The conclusion find from this research tool was purposed to deliver the percentage of students positive and negative perception about their language learning style preferences.

The third analysis was from interview tool. The result from teachers interview gave clear understanding about were the teachers aware of and facilitate their students language learning styles preferences.

The data from three research tool analyzed based on the fact and the researcher's interpretations. The two tools that would the researcher used in conducting this research answer all the research questions, find the conclusion and formulate them into the result of discussion. The further discussion would be explained further in the next chapter.