CHAPTER III

RESEARCH METHOD

In this chapter the researcher describes the method that is used to conduct the study. The researcher describes the research design, the subjects, data collection technique, and data analysis technique.

3.1 Research Design

Research design is the important thing to conduct the research. It will help the researcher to find out the problem and show how the study solved. As stated by Ary (2002:426) research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting. Since research is an approach to obtain the answer from a certain question, research design must appropriate with the research question. In this study, the research questions are formulated in the first chapter. In order to find out the answers of the questions the researcher uses descriptive qualitative method. As stated by Mc Millan (1992 : 9) qualitative research stresses a phenomenological model or focuses on understanding and meaning through verbal narratives and observations rather than through numbers. This type of research emphasizes natural setting, understanding of a natural phenomenon.

The descriptive qualitative deals with the data that are in the form of words rather than numbers and statistic. As stated by Best (1981: 156) Qualitative studies are those in which the descriptive of observations is not ordinarily expressed in quantitative terms. It is not suggested that numerical measures are

never used, but that other means of description are emphasized. The goal of this research is to discribe of independent learning in English classroom.

3.2 Subject of The Study

This study was conducted at junior High Schools. It was because in junior High School the have good critical thingking and more actived. To choose the school, the researcher made criteria. The criteria were:

1. The school has been established minimal since 15 years ago.

2. The school should get A for accreditation.

3. The school obligates the English teacher to develop the syllabus.

4. The school obligates the English teacher to teach English to the of eighth grade.

5. The school allows the English teacher to use independent learning technique in teaching English.

After making the criteria above, the researcher began the research by looking for the school which is fulfilled the criteria. Is SMPN 1 KASIMAN jl.wonosari sambeng bojonegoro.

The subjects of the study were the teachers and the students because the purpose of the study are to know how the independent learning in English classroom,teacher implements her lessoon in the classroom also the ' responses of teacher's intruction.

To choose the subject of this study, first, the questionnaire was given to two teachers, and then the researcher took one of them who fulfilled the criteria. The criteria were:

1. The teacher has been graduated from S1 English department of the faculty of teacher training and education.

2. The teacher has experienced minimal 6 years in teaching English or has been certificated.

3. The teacher teaches the in the eight grade.

4. The teacher teaches the using independent learning in classroom

After making the criteria for the teacher and distributing the questionnaire to the teachers, the researcher found that a teacher from SMPN 1 KASIMAN has fulfilled the criteria and available to be the subject of this study.
For the second subject of this study, that was , the researcher just takes the who are taught by the teacher who fulfilled those criteria above. The will be interviewed by the researcher about their responses toward independent learning in their classroom. There are 28 from SMPN 1 KASIMAN consists of 15 girls and 13 boys.

3.3 Data Collection

In conducting this study, the researcher collects the data through interview, observation and documentation. Below are several steps to collect the data:

3.3.1 Interview technique

Interview is an important tool in this study. According to Best (1981: 164) the interview is, in a sense, an oral questionnaire which the subject or interviewee

gives the needed information verbally in a face to face relationship. The purpose of the interview is to collect the data from the participant's experiences. Frankel and Norman E. Wallen (2006:120) said that interviews are conducted orally, and the answer to the questions are recorded by the writer. Here, the researcher interviews the teacher to know what the problems faced The researcher also interviews the student to know the responds of the toward independent learning in their classroom.

According to Ary (2002:434), there are three types of interview, first is structure interview. The structured interview follows the extent to which the question to be asked are developed prior to interview. The unstructured interview is where the questions arise from the situation. The last is semi structured interview, which the interviewer has more freedom to pursue hunches and can improvise the questions.

In this study the researcher used both of the structured interview and unstructured interview. For the structured interview, the researcher asked some questions to the teacher and the regarding to independent learning and records the answers. For the unstructured interview, the researcher asked some questions that arise from the situation in the class to the teacher and the . It was not recorded by the researcher. Based on Ary (1990:418) the interviewer has the opportunity to observe the subject and the total situation in which he or she is responding. The interviewer can press for additional information when a response seems incomplete or not completely relevant.

3.3.2 Observation Technique

To get specific data the researcher used observation technique. It was used to observe how the independent learning in English classroom. The researcher used video recorder during teaching process in the class to get the data and information. "If it does distract or create a barrier between observer and those observed, simultaneous recording of observation is recommended" (Best, 1981:161).

3.3.3 Documentation Technique

The next data collection technique is by studying the document. Here, the researcher would study the documents such as lesson plan and student's textbook. The researcher would also take some copies of the examples of ' excercise.. These documents would be very helpful for the researcher to know the ' responses toward independent learning technique and also how the teacher gives independent learning in enflish classroom.

3.4 Data Analysis

In this study, the researcher used three steps to analyze the data which consist of data reduction, data display and drawing conclusion. It is supported by Miles and Huberman (1994 : 10) "We define analysis as consisting of three current flows of activities; data reduction, data display, and conclusion drawing/verification". The researcher explores each data analysis step in more as the proceeds below.

3.4.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription. By data reduction we do not necessarily mean quantification.

Qualitative data can be reduced and transformed in many ways through selection, through summary or paraphrase, through being subsumed in large patterns, and so on. Other instances of data reduction would occur during the coding of now data and reporting.

In this step of data analysis, first, the video of the teaching learning process that has been taken from observation by the researcher. It is such kind of transcription of the video. Next, the researcher selected the data from the video. Select here means filtering the data, So, in this study the researcher takes the data which is related with independent learning in classroom.

3.4.2 Data Display

The first data display came from the video. After reducing the data, the researcher would display the data. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Here, the researcher displayed the data by explaining each part of the data in detail. Not only explaining, the researcher also gave the meaning of each part of the data so the data will be very clear and easily understood. So from this data display, the researcher would be closer with conclusion drawing.

The second data display came from the interview with the teacher and the . After recording the interview with the teacher and the in data collection, here the record would be transcribed. Extended text was used to display the data from interview transcription in order to understand clearly by the readers. The goal of displaying the transcription of the interview with the teacher is to know the reason of the teacher implements independent learning in English classroom and also to know the problems faced by the teacher in implementing this technique clearly.

Besides, displaying the transcription of the interview with the is in order to know the responses of the toward the independent learning in English classroom.

3.4.3 Drawing Conclusion

The last step in analyzing data is drawing conclusion. The researcher did the first analysis from the data display of the video. The purpose is to give clear description of how the teacher implementation independent learning in English classroom.

The second analysis which did by the researcher is from interview transcription. The conclusion from teacher interview result gave clear understanding about the implementation independent learning had implemented in the class, the teacher's problems and the teachers copes the problem. Moreover, the conclusion from interview result gave clear understanding about the ' responses towards the independent learning in their English classroom.

The data from two researcher tools analyze by the fact and the researcher's interpretation. The two tools that the writer used in conducting this research would answer the research questions, find the conclusion, and formulate them into the finding of discussion.