

CHAPTER III

Research Methodology

This design of the research was divided into the following subtopics, that is, research design, subject, data collection, instrument, and data analysis. Each one of these will be discussed separately in the following section.

3.1. Research Design

This research was classified as a qualitative because the data would be shown in description form and about social learning in EFL Classes. In this study, the researcher uses analyze descriptive qualitative because in this study try to analyze the students' social learning in classroom practice through studying English. The researcher uses observation in which give to students who related bandura's theory in social learning, further instruments use the interview in which clarify to the teacher who develops students' English skill through the observational process, imitation process, and modeling process. According to Anderson (2006), qualitative analysis involves a continual interplay between theory and analysis that the researcher has to analyze the data based on some theories. In qualitative, the researcher must be analyzing the data in the form of words in order to get the data in the form of words without counting.

The process of this design is used descriptive design. The researcher uses descriptive means in order to fully process the information and convey it to those interested in the study. The researcher needs to have a list of interviews to analyze the teacher's questioning. The researcher also uses an interview for the teacher in order to get some data that related to the teacher questioning that the researcher given whether the teacher has good intending to elaborate on students' skills through social learning.

3.2. Research Subject

In this study, the researcher chooses SMP Muhammdiyah 12 GKB for 8th-grade students because the students who will be investigated have the requirements of social learning. The teacher confirmed that every student seems to have an interest while teaching and learning activities through modeling classes. The teacher also prioritizes enjoyable learning in which is showed students need even though the students have different characters and cognitive behavior in the classroom. Therefore teachers believe that it will improve their attention when the students focus on the teacher's explanation and instruction. Besides that, students will easier memorize their getting knowledge after it (retention), then students are able to produce the activity by imitating while knowing the ways after transferring the knowledge (motor reproduction), and the last is, giving reward or punishment which included part of the motivation in every step of learning in order for students to get better in their English learning (reinforcement). There are 20 male and 12 female (N=32 students). In this study, the researcher as the observer non-participant which will be monitoring toward action and responses of classroom practice at 8th-grade class. In every last meeting, the researcher will interview the teacher related to 4 main indicators include social learning that has been conducted at classroom activities. Then the researcher will analyze the whole data that already getting on observation and interview. So that it expected that teaching and learning activities through social learning can be correlated with one another within the teacher's modeling and students' response in the classroom.

3.3. Data Collection

In data collection, the researcher would take several steps to collect the data, in which can be described below: the first, the researcher will observe the activity in classroom, then the researcher will come to the teacher to interview directly related to the activity in classes, which held for three days due to the researcher's observations and teacher interviews related to the characteristics of students who were taught to

have a high desire to learn, which is demonstrated through the interaction of student to students and students to teacher during learning English in class. Therefore, the researcher only provides less than four meetings to obtain student observation data during the study.

3.3.1. Instrument of the study

The instrument of research is a tool that was used by the researcher to collect the data. According to Wilkinson and Birmingham (2003), research instruments are simply devices for obtaining information relevant to the research project. Based on that statement, the researcher used a research instrument in collecting data to support the research.

3.3.1.1. Observation

This study is going to correlate the classroom behavior during the activity particularly. According to Atlas stated that observational research is a type of correlational non-experimental research in which research observes ongoing behavior. The researcher is an observer non-participant which means the researcher collects the needed data without being part of the situation that occurs. The researcher uses checklist data which includes the indicators of social learning adopted bandura's theory as the tool of observation, which aims to get more information about studying English through social learning on for 8th-grade students. Therefore, the observation process is the primary data collection that needed in this research to investigate action and response activity through modeling within social learning. The indicator that analyzed students' behavior which included on attention process (i.e. focus teacher's explanation, take a note, imitate slowly), retention process (i.g. memorize teacher's explanation), motor reproduction process (i.e. Produce the word by word sentence by sentence based on the model), and reinforcement process (i.e. Motivation). Furthermore, at the final of the research, the researcher will

ask a question to the teacher which aims to get more correlated data regarding the observation through interviewing.

3.3.1.2. Interview

The interview is a conversation that has a purpose which is to get information from the teacher. The interview item is created to support observation data during classroom practice. There are four questions items in each meeting related to the indicator that will be asked the interviewee where conducts to strength observational processes such as attention, retention, motor reproduction, and reinforcements.

This interview conduct after the class, then delivering some questions according to the activity that makes sure the teacher's answer that influences the indicators. Therefore the English teacher's answer of SMP Muhammadiyah 12 GKB Gresik will be used to strengthen the observation data.

3.4. Data Analysis

In this study, Analysis of data using transcripts of subject behavior through modeling social learning class. Data is categorized into four categories of the observational process, that is, attention, retention, motor reproduction, and reinforcement (bandura, 1969).

3.4.1. Observation

The analysis of observation using descriptive. The aim of the observation is to analyze the process of students studying English through social learning that included modeling process. The analysis based on the activity of students. The aspect that analyzed students' behavior on paying attention (i.e. focus teacher's explanation, take a note, imitate slowly), retention (i.e. memorize teacher's explanation), motor reproduction (i.e. Produce the word by word sentence by sentence based on the model), and reinforcement (i.e. reward or

punishment). And then checking over the data based on the answer to the interview the teacher.

3.4.2. Interview

The aim of the interview is to correlate between the teacher's statements toward teaching activities during the class with the data observation. The researcher has been providing the available fifteen questions covered in social learning activity as long as this study conducted in the classroom. The questions are able to describe any supporting data needed in this research, where students' attention followed by three items and five questions belong to the process on the teacher's explanation at the beginning of the study. Further, students' ability to retain the material will be known after the teacher already defined all information at the material lesson, this process covers the following three item questions will ask the teacher. Then, the students are able to practice or implement the material they get at the first and second process, this process covers the available three-item questions to strengthen their motor reproduction. At the last of activity, the teacher provides their students by showing any motivation in order to reinforce students' learning process better during the class, there are four item questions that will be answered by the teacher to make strengthening researcher's data after joining the class.