CHAPTER III

RESEARCH METHODOLOGY

This chapter describes some aspects that are used to conduct the study. This chapter includes research design, subject of the study, setting, source of the data, research instrument, data collection technique and also data analysis technique.

A. Research Design

In concluding the study, the researcher used descriptive qualitative research to find out the answer to the problem stated in chapter 1 and to give new alternative to teach English in SMPN 2 Buduran Sidoarjo especially by using visual aids. Ary stated that descriptive study is designed to obtain information with the current status of phenomena[1].

Bogdan and Taylor in Moeleong states that qualitative research is a research procedure that represents the descriptive data such as words in written and oral from the people and the behavior that can be observed[2]. It means that it describes the situations that happen in the process of teaching and learning English especially in using visual aid as the media in the classroom. The goal of this study was to answer the statement of the problems in the previous chapter. This chapter presented the research methods and techniques used for the data collection. Both quantitative and qualitative data were collected, through

---

[1] Moeleong, Lexy J, *Metodologi Penelitian Kualitative* (Bandung: PT Remaja Rosdakarya, 2001)
[2] Ary, Donald. *Introduction to research in Education* (New York: Reinhart and Winston, 1979)

1. Questionnaire, for the collection of quantitative data;

2. Classroom observations and interviews, for the collection of qualitative data.

The qualitative data was useful because it enriched the study as a whole and, additionally, functioned as a way to crosscheck and validate the data collect through the questionnaire.

B. Subject of the Study

The subject was the English teachers at SMPN 2 Buduran Sidoarjo and also the students in the second grade in this school. There are 7 classes of the second grade but she only took four classes that were two A, two C, two D that consisted of thirty seven students and also two F that consisted of thirty six students, The different class had the different English teacher. There were Mr. Bambang Marsyudi Santoso S.Pd as class two A English teacher, Mrs. Lilik Suharti S.Pd M.Pd as class two B English teacher, Mr. Suprayitno S.Pd M.M as class two D English teacher and also Mr. Subagio S.Pd as class two F English teacher. The different English teacher gave the different opinions towards the use of visual aids.

C. Setting

This study was carried out in the classroom where the teacher taught English by using visual aids. The writer chose SMPN 2 Buduran Sidoarjo as the place for doing the observation because this school was opened for all research.

D. Source of the Data

Data of the study was needed to get the result of the research. Data is important factor in the research to find out and to solve the problem. To get the accurate data is important, because accurate data may lead to the result[3].

The data of this research was the result of observation checklist, interview and questionnaire. It means that from the observation checklist we got the result of data from the implementation of the visual aids used by teacher during teaching learning process. The results of the questionnaire contained teacher's problem about the visual aids they used in English teaching and also teacher's solution about their problems in the use of visual aids in English teaching. The data of the interview was completed by questionnaire. The source of the data was the English teachers and also the students of SMPN 2 Buduran Sidoarjo.

E. Research Instrument

Arikunto states that an instrument of the study is the tool when the researcher uses certain method to get the data[4]. In this study the researcher used observation checklist, questionnaire and interviewing as the instruments. The descriptions of the instruments are:

---

[3] Kuncoro, Drajat. *Metode Quantitative* (Yogyakarta: AMP YKPN, 2001)
[4] Arikunto, Suharsimi, Prof.Dr. *Prosedur Penelitian Suatu Pendekatan Praktek Edisi Revisi V* (Yogyakarta: PT Rineka Cipta, 2002)

1. **Observation Checklist**

The researcher chose an observation checklist as a tool of data collection. Narbuko and Achmadi state that observation is a tool of data collection by doing the observation and takes notes the phenomena systematically[5]. This instrument was used to find out how the implementation of visual aid used by teacher during teaching learning process. The researcher made the observation checklist in the form of 'yes' and 'no' answers. It was to give exact answers about the problem that researcher tried to investigate. It was made based on the indicators that supported in implementation of visual aids in English teaching.

The indicator of observation guidelines was measured based on:

a. Teacher's material in using wall chart

b. The technique of using wall chart including: based on the terms, help and support the English teaching learning process, based on the roles of instructional media, based on six principles of media selection, based on the criteria for selecting media, based on the most basic level of the good visual aid, based on the important design concepts for effective visual aids, consist of good elements for visual aids, based on the guidelines of using visual aids, based on the good visibility combination of visual aids

c. The teaching learning process including teachers and students activities during the teacher use wall chart

---

[5] Narbuko, Cholid, dan Abu Achmadi. *Metodologi Penelitian* (Jakarta: Bumi Aksara, 2004)

For the observation guideline, please check Appendix. I

2. Questionnaire Guideline

Questionnaire is written questions that are used to get information from the respondents[6]. In this study this instrument was distributed to the students of eight A, C, D and F to know teacher's problem in the use of visual aid in English teaching and teacher's solution about the problems in the use of visual aid in English teaching.

According to Arikunto, there are two kinds of questionnaire, they are open questionnaire and close questionnaire[7]. In this study, the researcher chose the close questionnaire. She took the close questionnaire for the students to answer the second and third questions of the research problems. They should have answered the questions by choosing the most possible answer. This questionnaire was composed in Indonesian to ease the students answering the questions. In questionnaire, there are fifteen questions and categorized into these criteria based on indicators:

a. Student's likeness of English lesson (number 1)

b. Student's opinion of the problems occurred during the teacher using wall chart (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)

c. Student's opinion and solution about the appropriate visual aid the teacher have to use in English teaching (13, 14, 15)

---

[6] Arikunto, Suharsimi, Prof. Dr. *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998), p. 128
[7] Ibid.p.56

For the questionnaire guidelines, please check Appendix. II

3. Interview

Interview is a verbal communication symbol[8]. It's mean that this strategy was formed as an oral conversation between two persons or more directly[9]. The researcher interviewed the English teachers. This interview was used to complete the data which couldn't find out by the questionnaire. It was used to know teacher's problem for using visual aids and also teacher's solution about the problems in the use of visual aids in English teaching. The researcher composed interview guidelines in English for teacher. This study used systematic interview. In systematic interview, the interviewer prepares the written interview guidelines first about what will be asked to the respondents[10].

In interview guidelines, there are twelve questions and categorized into these criteria:

a. Teacher's problems about the use of wall chart as the visual aids in English teaching (number 1, 2, 3, 5, 7, 8, 10)

b. Teacher's solution about their problems in the use of wall chart as the visual aids in English teaching (number 4, 6, 9, 11, 12)

---

[8] S, Nasution. *Strategi Research* (Bandung: Bumi Aksara, 1996), p.133
[9] Husain, Usman. *Metodologi Penelitian Sosial* (Jakarta: Bumi Aksara 1996), p.94
[10] Burhan Bungin, *Metodologi Penelitian Kuantitatif* (Jakarta: Kencana Prenada Media Group, 2009) p. 123

Then, it completed the data collection from the questionnaire. After every classroom observation, each teacher will be interviewed.

For the interview guidelines, please check Appendix. III

F. Data Collection Technique

In collecting the data, the researcher used observation checklist, questionnaire guidelines and also interview guidelines. The researcher used it all to guide her collecting the data.

In this research, she did some following steps to collect the data:

1. The first step, the writer observed teaching learning process through observation checklist. In descriptive qualitative research, the researcher acted only as a non- participant observer. James H. McMillant said that in qualitative studies the investigator acted as an observer in the setting that is being studied[11]. In this case, the researcher is a non participant. It means that she only sat at the back of the classroom and observing the activities in English teaching learning process in the classroom. She collected the data through direct observation using observation checklist. Further all of the teaching learning process acted by the English teacher. The writer did the observation four times. It is to get the data about how the teacher used the visual aid in English teaching.

2. The second step, the writer gave questionnaire to the students to know their

---

[11] James H Millant. *Education Research.* (US America : Harper Collins Publisers, 1990)

respond about the problems occurred when the teacher used visual aids during the teaching learning process and also the solution for the appropriate visual aids the teacher have to use in English teaching. The students only had to choose the possible answer based on their own opinion.

3. The third step, the writer interviewed the different English teacher after each observation meeting. The researcher prepared the questions that would be asked to the teacher based on the questionnaire guidelines. The purpose of this interview was to find out teacher's problem and solution of using the appropriate visual aid. This step was also to complete the data which could not find out by the questionnaire.

G. Data Analysis Technique

Data analysis is a process of gathering, modeling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decisions making[12]. Data analysis was used to accumulate and organize all of the collected data according to the procedures.

In this study the researcher provided three kinds of data:

1. The data obtained through observation was analyzed by using descriptive analysis. To prepare the data, the researcher used observation checklist. The observation checklist form was marked based on the situation of teaching learning process in the classroom. Then, it was documented in the checklist

---

12Moeleong, Lexy J, *Metodologi Penelitian Kualitative* (Bandung: PT Remaja Rosdakarya, 2001)

form and arranged based on the list criteria of material, technical and also teacher and students activities in the classroom. The writer described the implementation of using wall chart as the visual aids in English teaching based on the indicators that supported in implementation of visual aids in English teaching.

The researcher asessed the alternative result based on these criteria:

a. Choice (Y) is same with good mark

b. Choice (N) is same with bad mark

At last we could analyze the numbers of each category by giving a good mark or a bad mark based on this interpretation mean. If the good percentage numbers of the category were bigger than the bad percentage numbers, it means that the media was appropriated or good to be used. On the other hand, if the good percentage numbers of the category were smaller than the bad percentage numbers, it means that the media was un-appropriate or not good to be used in English teaching. Then, finally we calculated the whole percentage numbers to get the last result of the observation data. The data which was analyzed contained how the teacher presented the visual aids as the media to teach English. The researcher collected all the research data over four times meeting. It was used to get the answer of the first question in research problem.

2. The second data was obtained through the result of the questionnaire guidelines. The questionnaire is given to the students. For the result of

questionnaire given to the students was analyzed by percentage technique:

P= $\underline{F}$ x 100%
     N

P=   Percentage

F=   Number of frequency of respondent answer

N=   Number of respondent

It was used to answer the second and third question in research problem.

The researcher assesed the alternative result based on these criteria:

a. Choice (A) is same with mark (4)

b. Choice (B) is same with mark (3)

c. Choice (C) is same with mark (2)

d. Choice (D) is same with mark (1)

The calculated data was interpreted by using this interpretation standart:

a. 0%-20%   = Poor

b. 20%-40% = Fair

c. 40%-60% = Enough

d. 60%-80% = Good

e. 80%-100%= Very Good

3. The data obtained through the interview was analyzed by using descriptive analysis. Then, the researcher interviewed the English teacher as the informant

and also documented the result in notes. The researcher used the interview guidelines to prepare the data which was analyzed to get the data about the teacher's problem in the use of visual aids and also the solution for the problems in the use of visual aids in English teaching. Then, the data was documented in notes based on the questions list. It was analyzed by dividing the data result into two categories, they were: problems occurred during the teacher using wall chart as the visual aids in English teaching and their solutions for the problems in the use of visual aids in English teaching. After that, the data result was analyzed descriptively to know the answer of the second and third question of the statement problems. The researcher interviewed the English teacher after every classroom observation meeting to complete the data which could not find out by questionnaire guidelines.

In this research, the writer used qualitative and quantitative manner. Questionnaire is connected to quantitative data analysis which was analyzed by percentage technique above. Then, observation checklist and interview used qualitative data analysis. Both of the data results from observation checklist and also interview were analyzed descriptively. Descriptive analysis was methods that have relationship collecting and presentation of data, till give used information[13]. It means that descriptive analytic is used to give information about the data in the result to make a conclusion. Then the data can be edited.

---

[13] Ary, Donald et all, *Introduction to Research in Education* (United State: Harcourt Brace College, 1990)