

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter constitutes the brief explanation on the research design, data source, data collection and data analysis.

#### **3.1 Research Design**

In this study, the writer used qualitative as the research design. Since the data that emerged from qualitative study was descriptive, they were explained in words and images rather than in numbers, Creswell (2009 p. 195). Likewise, the design was applied to reach the objective of this study, which was to find about the students' achievement in English seen from different genders and the learning strategies used by the high achievers. The strategy of inquiry of this research was case study since the researcher explored in depth a program, event, activity, process or one or more individuals. Cases were bounded by time and activity. The researcher collected detailed information using a variety of data collection procedures over a sustained period of time. There were some characteristics of qualitative research according to Creswell (2009, p. 175-176), below were the characteristics that the writers found in line with the research method used in this study. Qualitative researchers collected data themselves through examining documents, observing behavior, or interviewing participants. They might use an instrument or protocol in collecting data but the researcher conducts as a key

instrument. Qualitative researchers used inductive data analysis which means that, they were building their patterns, categories, and themes from the bottom up, by organizing the data into more increasingly abstract units of information.

Qualitative researchers often used theoretical lens to view their studies.

Sometimes the studies were organized around identifying the social, political or historical context of the phenomena. Qualitative researcher produced an interpretive inquiry, meaning an interpretation of what they see, hear, and understand. The interpretation cannot be separated, however, from their backgrounds, history, context, and prior understanding. Based on mentioned characteristics of qualitative research above, therefore the research design used was qualitative and case study as its strategy of inquiry.

### **3.2 Data Source**

#### **3.2.1 Setting**

This research took place at MA At-Taraqqie Putra and MA At-Taraqqie Putri Malang. MA At-Taraqqie Putri is located in Jl. Ade Irma Suryani No.50

Malang and MA At-Taraqqie Putra is located in Jl. Ade Irma Suryani No.35

Malang. The reason in selecting those schools as the data source of this study was the schools are single-gender system schools which are rarely found today. The schools also are under the same foundation which applies the same standards and the same parameters in their education process both for boys school and girls school.

### 3.2.2 Participants

The participants who involved in this research were the representative of grade X who had been claimed as high achievers on 1<sup>st</sup> term of academic year 2015/2016 final examination in English Class at MA At-Taraqqie Putra and MA At-Taraqqie Putri Malang. The high achievers defined from the result of 1<sup>st</sup> term English final examination on academic year 2015/2016. The consideration in selecting the grade X as the participants was the grade had applied the newest curriculum namely *Kurikulum 2013*. The consideration in choosing high achievers as the participants was high achievers could be good role models for other achievers categories (middle and low) in learning English.

### 3.2.3 Instruments

There were some instruments used in this research. Those instruments were document and interview guide. According to Sugiyono (2014, p.240), document itself can be defined as the record of passed event. Document can be in form of written, pictures or someone's work. In this study, the score that was used as the parameter to determine high achievers was written in form of document. The reason in selecting the English final exam score was since it was standardized test, the test have already covered the materials which were needed to be examined and the test already fulfilled the criteria of summative test proposed by Arikunto (2013). Another reason in choosing English final exam score as the data source was when conducting this study, the writer has not obtained the report score because the schools have not finished the whole semester. Meanwhile, interview can be defined as the meeting of two persons to exchange information

and ideas through questions and responses, resulting in communication and joint construction of meaning in particular topic, Esterberg (2002). Furthermore, Esterberg (2002) divided interview into three categories namely; structured interview, semi-structured interview, and unstructured interview. In this study the writer used both structured interview and unstructured interview. Structured interview was used to dig information related to learning strategies were used by high achievers, while unstructured interview was used to gain information from the English teachers regarding to the score validation and students' learning strategies use in class. The structured interview guidelines which was adapted from Oxford (1989) had been validated by Miss Frida Unsiyah, M.Pd as the expert before the research started. For further information see Appendix 2.

### **3.3 Data Collection**

In this study, the data collection methods were using document analysis and interview. The writer acted as the key instrument in this study. It was in line with Creswell (2009 p.176):

“Qualitative researchers collect data themselves through examining documents, observing behavior, or interviewing participants.”

The data collection procedure was started by purposefully selecting the participants to be involved in this study. The participants who were involved in this study were the students who claimed as the high achievers based on their score on 1<sup>st</sup> term English final examination of academic year 2015/2016. The other participants who were involved in this study were English teachers from

both boys and girls school as the interviewee. The interview was an informal interview that contained of dialogues which were focus on students' achievement in order to be used as data triangulation.

The next step was determining the type of data to be collected. The data used in this study were in form of documents. This study also used interview as the data collection method in order to answer the second question of this study that dealing with learning strategies (see appendix 1). Due to policy from the school which forbids the person with opposite gender to enter the school, to take the data at boys school the writer was helped by a partner. The partner was taken from the same alma mater and the same study program. The partner had been given briefing by the writer dealing with the procedure of data collection process before collecting the data to avoid the bias that is caused by different person in taking the data.

### **3.4 Data Analysis**

In order to analyze the data that had been gathered, the writer referred to the procedure that proposed by Miles and Hubberman (1994). Miles and Hubberman (1994) divide the stages of data management into three steps. First was data collection, the next step was data reduction and the last was conclusion drawing. The data reduction was done in order to find the important points which were needed in answering problems of the study. After reducing data, next step was displaying the data. In this study the data were displayed through tables. The last step was drawing conclusion. The analysis process started with gathering the

data. The data were in form of document and interview. The document provided the complete data dealing with the students' English final examination score on 1<sup>st</sup> term of English final examination on academic year 2015/2016. The English final examination consists of forty items in form of multiple choice and five items in form of essay. Both of school applied the same standard in designing the items.

The document analysis process began with the score sorting to find the student who got highest score in each school and each grade. The writer used descriptive statistical technique in order to claim the highest score achievers. The next step was describing the result in brief description.

Having found the highest score achiever students, the next step was participants' interview. The interview was conducted in order to find the learning strategies used by those students. The Question list was adapted from SILL Version 7.0 that was created by Oxford (1989). Data analysis from students' interview is done in some steps such as after conducting interview sessions, the writer classified the data in form of table, after the writer displayed the data in form of table the writer made a brief description regarding to the data that have been gained and drawing conclusion at the end of the part.

Since it was a qualitative research, to guarantee its trustworthiness, the triangulation process was done. The study used both technique and source triangulation types since this study were involving multiple sources of data and techniques as way to conduct the triangulation, Sugiyono (2014, p.242). In the technique triangulation, the researcher used document and interview guide as the instruments, and in the data The document was used to take the data on students'

achievement in English final examination on 1<sup>st</sup> term of academic year 2015/2016.

Interview guides with both students and English teachers were used to take the data on students' learning strategies use. In the source triangulation, the researcher used different sources as the source, they were high achiever students and two English teachers from boys and girls schools. The interviews with English teachers were used to take the data on students' achievement and students' learning strategies use when learning English. Interview with the students were conducted to take the data on students' achievement and learning strategies use.

