

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher applied descriptive qualitative method. Qualitative research is often called the method of naturalistic because the research is done on the natural condition (natural setting), also known as ethnography, because this method initially is more widely used for the research in the field of cultural anthropology, also called qualitative methods the data collected and analysis is more qualitative.¹

Descriptive research is a research method that seeks to provide a systematic and careful with the actual facts and the nature of certain population which in aim to solve the actual problems faced now and collect data or information to be arranged describe, and analyzed.²

Based on the explanation above, this research is aim to know the students' perception of teacher's style in teaching English, the researcher used interview and questionnaire in this research to answer the questions about it at ninth grade of SMPN 1 Maniangpajo Kab.Wajo.

B. Location and Duration of Research

The location of this research at SMPN 1 Maniangpajo on Jln. Sekolah No.1, Anabanua, Kec.Maniangpajo, Kab.Wajo, Prov.Sulawesi Selatan. This research used one month because need several times to collect and analyze data.

¹Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2017) p.14.

²Margono, *Metodologi Penelitian Pendidikan 2nd Edition* (Jakarta: Rineka Cipta, 2003) p.158-159.

C. Population and Sample

The population of this research were the ninth grade students of SMPN 1 Maniangpajo Kab.Wajo and the total numbers of population are 134 students.

This research consisted of two kind of samples namely teachers and students. The first sample was the English teacher who active as a English teacher for ninth grade at SMPN 1 Maniangpajo Kab.Wajo namely Hj. Halimah S.Pd. M.M. The second sample were the ninth grade students of SMPN 1 Maniangpajo Kab. Wajo. The researcher used simple random sampling in choosing students, which is the sample consists of 30 students.

D. Procedure of Data Analysis

In collecting data, the researcher used some ways as follow:

1. The researcher did interview to the teacher consists of ten questions via online by using Whatsapp, used interview guide and the teacher's answer the questions with their own words and there was no alternative answer from the researcher .
2. After interview the teacher, researcher spreading questionnaire to the students to find out the students' perception of the English teacher's style.
3. The researcher used smartphone to record the audio and take the pictures as evidence in conducting the research.

The researcher get conclusion based on the interview and questionnaire.

E. Research Instrument

The researcher collect the data by using interview and questionnaire as the instruments of data collection.

1. Interview

The instrument of this research used interview guide. The researcher did interview to the teacher to get the further information about the teacher's style in teaching English at SMPN 1 Maniangpajo Kab.Wajo via online by using Whatsapp and used audio recorder to save the data about information during interview. The researcher used smartphone to record the audio and and take the pictures as evidence in conducting the research.

2. Questionnaire

The second instrument of this research was questionnaire, the form of questionnaire closed questions made based on indicators of teaching style by Grasha's theory with the alternative answers that delivered by researcher. The data from the questionnaire aim to answer the research question about the students' perception about English teacher's style. Students choose only the best answers which were suitable to themselves. Questionnaire consists of 20 statements that need to be answered honest by the students.

Table 3.1 Instrument of Questionnaire

No.	Variable	Sub Variable	Indicator	No.Item	
				Positive	Negative
	Students' Perception of Teacher's Teaching Style	Teaching Style	Expert Style	1-2	3-4
			Formal Authority Style	5-6	7-8
			Personal Model Style	9-10	11-12
			Fasilitator Style	13-14	15-16
			Delegator Style	17-18	19-20

F. Technique of Data Analysis

1. The Analysis of Interview

There are three activities in analyzing the qualitative data, such as the stage data reduction, data display, and conclusion or verification.³ The researcher was presented the data after all interviews were be conducted and were follow this step below:

a. Data Reduction

Reduction of data is aims to reduce, to shorten, and to reject which one is important to describe the teachers' style in teaching English at the ninth grade students of SMPN 1 Maniangpajo Kab.Wajo.

³Matthew B. Miles, *et al.*, *Qualitative Data Analysis A Methods Sourcebook 3rd Edition* (United Kingdom: Sage 2014) p.8-9.

b. Data Display

The researcher was display the data then describe it. After describing the data, the researcher was made analysis about the data. The researcher was presented the data from the interaction between English teacher and students in the English class at the ninth grade students of SMPN 1 Maniangpajo Kab.Wajo.

c. Conclusion or Verification

The last step is making conclusion and suggestion best on the data analysis having sum up and classify the data will obtains, the researcher infers the research finding into a single overall conclusion accordingly the research data.

2. The Analysis of Questionnaire

To analyze the data in questionnaire, the researcher used likert scale to measure students' perception of the teacher's style in teaching English. Using likert scale there were some indicators to arranged instrument items about statement or question answer: strongly agree, agree, disagree and strongly disagree. Each answer choice in the form of qualitative data is converted into quantitative data first to facilitate the calculation as follows:

Table 3.2 Alternative Score Answer

Positive Statement		Negative Statement	
Category	Score	Category	Score
Strongly Agree (SA)	4	Strongly Disagree (SD)	1
Agree (A)	3	Disagree (D)	2
Disagree (D)	2	Agree (A)	3
Strongly Disagree (SD)	1	Strongly Agree (SA)	4

Students' perceptions are expressed in the form of a continuum review so that it can be seen how much students' perceptions of the teacher's style in teaching English, whether it is in the very good, good, not good, very not good categories.

The total score is entered into the continuum line, the measurement of which is determined by:

a. Likert scale calculation = $T \times P_n$

Where:

T = The total number of respondents who voted

P_n = Choice of Likert score numbers

b. Determine the maximum score = Likert's highest score x Number of respondents

c. Determine the minimum score = Likert's minimum score x Number of respondents

d. Interval Formula = $I = \frac{100}{\text{Number of likert scale}}$

e. Index Formula (%): $\frac{\text{Total score}}{\text{Maximum score}} \times 100\%$

After the percentage has been obtained, the data can be categorized according to Likert Scale assessment intervals.

