CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The researcher made an overview related of the research's methodology that covers the research design. According to Kothari (1993) research design is the conceptual framework used to carry out the research. It constitutes the blueprint for the data collection process, data measurement which includes data identification, arrangement and summarization, and data analysis. For other definitions, a research design is a specific procedure involved in the research process, including data collection, data analysis, and report writing (Creswell J. W., 2014), research design is a research process to comprehend human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources and carried out in natural settings (Dr.H.Warul Walidin, 2015).

Based on the explanations above, the researcher can conclude that the research design is a broadcast framework that will state the total patterns of conducting the research project. So, the researcher used descriptive qualitative research to analyze how the implementation of character education. Where is the English teacher as a subject and students' character education as an object.

There were some reasons why the researcher chose descriptive qualitative research. First, the researcher identified characteristics, frequencies, trends, and categories. It is very useful when not much is known yet about the topic or problem. Because before the researcher researched why something happens, the researcher needed to understand how, when, and where it happens. Second, the researcher considered that these problems need to be explored. This exploration is needed to identify variables that can be measured rather than just use information from the literature or rely on research from other research studies. Third, the researcher had a detailed understanding of the problem. The details can be obtained from talking

directly to people, listening someone to tell a story, or observing how a process occurs directly. Fourth, the researcher wrote in literary, flexible types that convey stories or information without restrictions of formal academic structures of writing. Fifth, the researcher understood the context in which participants in a study address a problem.

B. Subject of Research

1. Population

   The target population was narrowed to specifically define participants who exhibit clear characteristics of significance and concern to the study as a small percentage of the total population (Creswell J. W., 2018). To put it another way, a population is a whole group for which you want to conclude, also known as the entire research subject. So, the population of this research was all the English teachers at SMPN 2 Pontianak which consists of four teachers.

2. Sample

   A sample is a subgroup of the target population studied by the researcher to generalize about the target population (Creswell J. , 2012). To put it another way, a sample is a group of people, objects, or items that are taken from a larger population for measurement. Due to the large population and limited research time, it was not possible for the researcher to observe all the English teachers. So, the participants would be simplified by choosing one teacher as the sample. The sample of this research was an English teacher who is teaching eighth-grade students.

   There were three reasons why the researcher chose an English teacher as the sample. First, because the informant or English teacher had been implementing character education in her classes and the school as well for more than one semester. Second, the teacher was implementing the latest curriculum; that is, the 2013 curriculum. Third, because the researcher used a non-probability sampling method, especially purposive/judgemental sampling, the researcher chooses one teacher based

on her experience. The researcher found several problems in eighth grade students who were taught by that teacher. The researcher's experience is that there are still some students who always have problems such as the students are not being responsible for completing homework on time, giving an inappropriate response to the English teacher, lacking discipline, less working hard, and being less communicative.

C. Technique of Data Collection

Three main techniques in collecting data the researcher used such as documentation, observation, and interview. Documentation was the technique to collect the data in the form of notes, books, agendas, newspapers, etc. Because the data was found how the teacher includes the character value.

1. Documentation

Document analysis is used to extract important information from documents. Document analysis is a type of qualitative research in which documents are reviewed using recommended procedures. Information is coded into categories and then analyzed to give meaning to the topic themes (iLin, 2020).

A rubric can also be used to grade or score documents. There are three primary types of documents (O'leary, 2017), namely public records including student transcripts, mission statements, student handbooks, etc. Then, personal document includes calendar, e-mails, reflection/journal, and newspaper. The last is physical evidence that includes agendas, handbooks, training materials, and the others.

In this research, the researcher collected public records from the teacher such as lesson plans, and teaching materials. These documents were analyzed to find out the teacher's preparation for implementing character education in the planning stage of teaching because it is very important for teachers to prepare themselves before the teaching and learning process. Beside that, the researcher will take audio recordings, photographs, and field notes as documents.

2. Observation

Observation is a method of acquiring data through monitoring behavior, events, or noting physical characteristics in their natural environment. Observations can be overt (everyone is knows they are being watched) or covert (no one is aware they are being watched) (no one knows they are being observed and the observer is concealed) (U.S Department of Health and Human Services, 2018). It is mean that observation is a method for directly watching and analyzing a subject's behavior.

The researcher used observation as the method in this research because the researcher wants to try to understand an ongoing process or situation. Through observation, the researcher can monitor or watch a process or situation that the researcher will evaluate as it occurs. Besides that, this method is useful for framing a hypothesis because by observing a phenomenon continuously, the researcher may get well acquainted with the observed. Then, observation does not require the willingness of the people to provide information about them because often some respondents do not like to speak about themselves to an outside. The last, observation is a common method used in all sciences, whether physical or social. So it has greater universality of practice and is very easily followed and accepted. Those reasons for selecting the observation in accordance with the theory of (Prasanna, 2022).

3. Interview

Interviewing is an important data collection technique that involves verbal communication between a researcher and their subjects. Interviews are commonly used in survey designs and exploratory and descriptive research. Interview styles vary widely but have the same definition characteristics of using questions to understand people's thoughts, feelings, beliefs, and behavior. Four types of interviews are common in social health: (1) Structured, (2) semi-structured, and (3) narrative interviews. The

primary difference between them is the amount of control the interviewer has over the encounter and the aim of the interview (Stuckey H. L., 2013).

The researcher used a semi-structured interview as the method in this research because semi-structured interviews can share their own opinions freely. Semi-structured interviews are suitable for discovering previously unknown qualitative trends and problems, exploring new areas of research interest, and in the study of phenomenography. The semi-structured interview is part of the qualitative data collection technique. There are several types of sampling that researcher can use to collect qualitative data such as purposive sampling, convenience sampling, quota sampling, and snowball sampling. Samples can be actors, respondents, informant or subject. However, for semi-structured interviews we call sample respondents because they agreed to participate in our questionnaire in response to our sampling (Rahman, 2019). So, the researcher used semi structured interview and purposive sampling method to delve deeper into phenomena deemed relevant to analyze.

D. Validity

The researcher determine whether or not the data can be trusted in this research. The researcher used Lincoln and Guba (1985) theory, which indicated that there are four alternatives to assess the feasibility of qualitative research, namely credibility, dependability, appropriateness, and transferability. In 1994, the authors added a fifth criterion called authenticity. From a credibility-building perspective, researchers must ensure that those participating in the research are accurately identified and described. Dependency refers to the stability of data over time and under different conditions. Conformity refers to objectivity, which is a potential agreement between two or more independent people about the accuracy, relevance, or meaning of data. Transferability refers to the extrapolation potential. This arises because the findings can be generalized or transferred to other settings

or groups. The final criterion, authenticity, refers to the extent to which the researcher, fairly and faithfully, represents multiple realities (Beck, 2012).

Specifically, the technique of checking the validity of the data or triangulation consists of several types, namely triangulation with data sources, triangulation with methods, investigator triangulation and theory triangulation which are based on Denzin (1978) and Patton (1999) cited in (Triangulation, D.S, 2014). In this research, researchers used triangulation theory and method. The explanation as follows:

1. Triangulation Method

Method triangulation is a method that checks the results using multiple data collection techniques, namely documentation, observation, and interview to investigate a situation or phenomenon. The goal is to minimize the flaws and biases inherent in any single method. In other words, the benefits of one method may offset the shortcomings of another. This type of triangulation is analogous to the mixed method approaches used in social science research, in which the findings of one method are used to enhance, augment, and clarify the findings of another. It is also a variation on data triangulation, with an emphasis on using data collected through various methods rather than data collected for various programs, locations, populations, and so on (Hales, 2010). So the degree of confidence can be valid. It is mean that the researcher used all data collection techniques to strengthen the validity of the data obtained.

2. Triangulation Theory

Theory triangulation is a method that checks the results using multiple theories or hypotheses to analyze or interpret a situation or phenomenon. The idea is to examine a situation/phenomenon from various perspectives, through various lenses, and with various questions in mind. The various theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns (Hales, 2010). It is mean that this theory based on the assumption that facts cannot be checked the level of

confidence with one or more theories, and can be implemented with counter explanation.

So, from the explanation above, the researcher used these four alternatives to test the feasibility of the data. The four alternatives are credibility, dependability, appropriateness, transferability, and authenticity. Specifically, the researcher used the triangulation method and triangulation theory.

E. Tools of Data Collection

1. Lesson Plan (RPP)

The researcher used a lesson plan to analyze the teacher's planning for implementing character education in teaching English. Lesson plan is the written procedures of activities in the teaching and learning process. The components contained in the lesson plan are standard competence, basic competence, objective and learning activities also assessment. Additionally, creating a lesson plan is required to determine the success of the teaching and learning process ((Ratnawati, 2017). This is in line with (Kasim, 2012) explaining that lesson plan is an important thing to do in order to support competency formation on the students. Teachers are able to organize basic competencies to be achieved by students in the teaching-learning process. Besides that, teachers are encouraged to be more prepared to deal with teaching instruction with mature plan.

2. Observation Sheet

The researcher used observation sheets to write when students have demonstrated learning. The researcher wrote the results of her observations at each meeting. In the field, the researcher observed learning activities for two meetings, then the researcher wrote a description of the observations sequentially from preliminary activity, core activity until closing activity. Besides that, the researcher also wrote what kind of character value that includes in each activity and examples of activity.

3. Interview Guide

The researcher used interview guides or lists of the topics and questions an interviewer plans to cover during an interview with a job candidate or other interviewee. Interview guidelines are useful tools for keeping consistency and focus throughout an interview, which can range from highly structured questions to more relaxed exchanges. There are two main questions for the interview and eighteen points of character values that teacher answered. Questions in the interview were based on the research problems about how teacher implemented character education in offline learning system and what the advantages of implementing character education. In addition, the researcher also prepared several conditional questions. The researcher can record the interview make notes during and after each interview to make sure there is no missing of any information from the teacher.

F. The Technique of Data Analysis

There were two types of analysis that the researcher used in this research, namely content analysis and thematic analysis. The explanation as follows:

1. Content Analysis

According to Silverman, 2002 cited in (Glenn, 2009) content analysis is the process of organizing information into categories related to the central questions of the research. In summary, this is the process that converts speech into text. The researcher should keep in mind that the document includes more than interview transcriptions and other forms of speech In this research, content analysis was used to analyze lesson plans and observation activities. The steps of the analysis were followed:

a. Identify and collect the data

b. Determine coding categories

c. Code the content

d. Check validity and reliability

e. Analyze and present results

2. Thematic Analysis

According to Fereday and Muir-Cochrane, 2006 cited in (Glenn, 2009) thematic analysis is a form of pattern recognition within the data, with emerging themes becoming the categories for analysis. In this research, thematic analysis was used to analyze the results of the interview. The steps of the analysis start with familiarizing data, the researcher needs to reread and review the data carefully and with more focus. Then, arrange code and determine the themes, the researcher take a closer look at selected data and perform coding and category construction based on the data characteristics to reveal themes related to a phenomenon. So, the researcher used thematic analysis to analyze the interview transcripts.

G. Research Procedures

This research was carried out by the school's learning system, namely the transition from a hybrid learning system, then 50% offline learning system and now it has been completed back to normal, the school is starting to implement 100% offline learning system again. The 100% offline learning system started on Tuesday, May 17, 2022. Because the English teacher has 2 hours again for one subject, it made it easier for the researcher to do the research. The data of this research was collected from the teaching and learning process in the classroom, and also from the teaching materials for analyzing the preparation of the teacher. The researcher conducted the research using the following procedures:

1. First, the researcher contacted the English teacher to ask permission and asked the English teacher's willingness to be the subject of this research. After the English teacher was ready, both of us made an appointment for the the interview and class observation.

2. Second, the researcher collected several lesson plans for analysis on Wednesday, May 18, 2022.

3. Third, the researcher conducted an observation using an observation sheet to collect the data. The researcher observed two classes for two days. The first observation was carried out on Thursday, May 19, 2022, in class VIII E. Then, the second observation was carried out on Friday, May 20, 2022, in class VIII F to get the data on what character education is included in the teaching and learning process. The results of the observation are in the form of field notes, and describe activities in the classroom from opening to closing.

4. Fourth, the researcher built an interview with English teachers to get information about understanding character education on Wednesday, after collecting the lesson plans.

H. Time

No.	Structure	Jan	Feb	Mar	Apr	Mei	Jun	Jul	Ags	Sep
1.	Research Design (Bimbingan II)		√	√						
2.	Research Design (Bimbingan I)			√						
3.	Seminar				√	√				
4.	Thesis (Bimbingan II)						√			
5.	Thesis (Bimbingan 1)						√			
6.	Sidang						√			
7.	Jurnal (Bimbingan II)						√			
8.	Jurnal (Bimbingan I)						√			