

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is characterized by flexible, naturalistic methods of data collection and does not use formal instruments to record data. Qualitative data are often gathered in the form of words, pictures or both.¹ Qualitative research is naturalistic research method because the researcher did on natural setting. By this qualitative research, the researcher focused on teaching and learning process through Rap music media at the eighth grade students of MTs N 2 Bandar Lampung.

The type of qualitative research used in this research was descriptive research, the researcher sorted the data needed based on category. During the research, the researcher's function was as an observer. The researcher observed teaching learning process of teaching speaking through Rap music media and also the students' activity during the teaching learning process carried by the teacher.

¹ Marguerite G. Lodico et.al, *Methods in Educational Research*, (San Francisco: Jossey Bass, 2006), p.116

B. Research Subject

In this research the researcher used purposive sampling technique. According to Arikunto, purposive sampling technique is sampling technique which is done because limited time and finding.² According to Marguerite *et.al*, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.³ It means in this research, researcher chose the subject according to the need and purpose of the research.

In this research, the researcher took one class as the subject of this research from 5 classes for the eighth grade consist of 2 excellent classes and 1 English special class, 1 Sains class, and 1 mathematics class. The subject consisted of 37 from totally 304 excellent students. The subject was 8A (english special class) as the eighth grade of MTs N 2 Bandar Lampung in the second semester of 2016/2017 academic year. The subject was based on the second semester data of students' achievement that has the lowest score from 2 excellent classes and 1 English special class because this class have the same excellent curriculum and time teaching. This is the average of students' speaking scores at the second semester of the eighth grade of MTs N 2 Bandar lampung.

²Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002), p.127

³Marguerite, *et.al*, *Methods in Educational Research: from Theory to Practice*, (San Francisco: Jassey-Bass, 2006), p.152

In this research, the subject was taken from the eighth grade of MTs N 2 Bandar Lampung in the second semester of 2016/2017 academic year.

Table 2
The Students' Average of Speaking Scores at the Second semester of the Eighth Grade of Excellent Class 1 (*Kelas Unggulan 1/U1*), Excellent Class 2 (*Kelas Unggulan 2/U2*), and Super Regular Class (*Kelas A*) of MTs N 2 Bandar Lampung of 2016/2017 Academic Year

No.	Class	Students	Average Scores
1	U1	36	90.9
2	U2	36	93.4
3	A	37	78.7
Total		109	

Source: The document of the school

From Table 2, it could be seen that according to the speaking score which was taken from the teachers, the class which has low average score is 8A and class which has high average score is U2⁴. The researcher used the 8A class as the subject in this research because class 8A has the lowest average score. It means that they found difficulties in mastering speaking ability. It is appropriate with purposive sampling technique that has been explained. So the sample represents the population, because the students in this class have low average score compared to the other class.

⁴ Preliminary Research Data in MTs N 2 Bandar Lampung, [March 4th 2015]

C. Data Collecting Technique

In this research, there were some steps that are conducted in gaining the data from beginning until the end of teaching learning process. Therefore, the researcher conducted the observation, questionnaire and interview to get the data in this research. The steps were as follows:

1. Observation

Observation as a research tool requires training in both what to observe and how to record the observation.⁵ Observation is properly used in the research which is related to teaching learning process, students' activity, and problem which may arise. In this research, the researcher was an observer in getting the data. The researcher did not involve directly in the classroom activity. The researcher made notes, pictures, and video during the teaching learning process. By using this instrument the researcher used specification as follows:

Table 3
Specification of Observation

Subject	Pointer(s)
Procedure of Rap Music	a. Teacher instructs students to listen to rap.
	b. Teacher plays rap video for students.
	c. Teacher instructs students to try to follow the tone, pitch, and rhythm of rap as they rap with recordings or videos.
	d. Teacher plays raps while teacher and students rap along.
	e. Teacher instructs students to rap along with video while teacher plays it.
	f. After students have done it once with recording, Teacher instructs students to rap without recording.

⁵ Marguerite G. Lodico et.al, *Methods in Educational Research*, (San Francisco: Jossey Bass, 2006), p.117

	g. Teacher instructs students to take out rap lyrics.
	h. Teacher plays rap while students listen.
	i. Teacher puts students in groups consist of 3 - 4 students.
	j. Teacher gives mini-lesson on grammar, vocabulary, or scripted discourse.
	k. Teacher has groups work together to write an original rap that applies or teaches the concept.
	l. Teacher instructs students to perform their original raps in front of the class.

2. Interview

Interview is a form on which the researcher recorded answer guide, listened for answer or observed behavior and recorded responses on the survey. Equally, popular to observation in qualitative research was interview. A qualitative interview occurs when researchers ask one or more participants general, open-ended question and record their answers.⁶ The researcher interviewed the teacher and students to know about the difficulties in the teaching speaking process through Rap music media in the second semester at the eighth grade students of MTs N 2 Bandar Lampung in the academic year of 2016/2017. The interview used in collecting data is from the teacher and students. The researcher asked about teacher's opinions of teaching learning process including problems faced through Rap music in teaching speaking. The topics of interview could be described as follows:

Table 4
Specification of Interview

Aspect (s)	Indicator	Item Number
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⁶ Jhon W. Creswell. *Educational Research*, (Boston: Pearson Education, 2012), p.217

Teacher's problems	- Teachers do not take the music seriously.	1
	- It can disturb adjacent lessons.	2
	- Teacher can lose control of the class easily.	3
	- The vocabulary of the songs is too poor.	4
	- Expressions are different to the rules of grammar and this can lead to make mistakes.	5
	- Teachers do not know how to develop material successfully.	6
	- A teacher or student may not like singing.	7
	- The songs go out of fashion soon.	8
	- It can disturb people in the class next-door.	9

3. Questionnaire

In this research, the researcher gave the questionnaire to the students. Questionnaire is a form used in a survey design that participants in a study complete and return to the researcher.⁷ The researcher gave questionnaire to the students in order to know the further opinions and to know the aspect that may influence the students learning process and to confirm the answers given by their teacher. Furthermore, in this research, the researcher used open-ended questions and gave the questionnaire to the students. In using open-ended, the researcher posed a question without providing preset response options for the participants. Open-ended questions in a survey are questions for which researchers do not provide the response options; the participants provide their own responses to questions.⁸ By using a open-ended question the participants could provide their answer. In learning process of course there were many problems that faced by students in learning speaking. The appropriate questionnaire with the students' difficulty in learning speaking were described below:

⁷ Jhon W. Creswell. *Educational Research*, (Boston: Pearson Education, 2012), p.382

⁸ *Ibid*, p.386

Table 5
Specification of Questionnaire⁹

No	Indicators	Item Number
1	The students did not think that Rap music media are effective tools in learning.	1
2	The students had difficulty in studying through music.	2
3	The students can't listen the music/song clearly because of inefficient sound systems in schools.	3
4	The students didn't like Rap music as the type of music genre.	4
5	The students felt confused with the songs which are not grammatical or those involving complicated sentence structures.	5
6	The students felt bored with the repetition of a limited number of words	6
	Total	6

D. Research Procedure

In this research, the researcher used the procedure of the research as follows:

1. Finding the subject of the research. The subject was students in the second semester at the eighth grade of MTs N 2 Bandar Lampung, while the subject of the research was a class out of 3 classes from MTs N 2 Bandar Lampung, and also Mr. Sunarto as an English teacher in the second semester at the eighth grade of MTs N 2 Bandar Lampung.

⁹ Funda Keskin , “Using Songs as Audio Materials in Teaching Turkish as a Foreign Language.” *The Turkish Online Journal of Educational Technology*, volume 10 Issue 4, October 2011, Istanbul University, Turkey, 2011, p. 379

2. The researcher did the observation during teaching learning activity and took some notes to all important events, the observation was done:
 - a. The objects of the observation were the students and teacher at the eighth grade of MTs N 2 Bandar Lampung.
 - b. The time of the observation would be done at the second semester in the academic year of 2016/2017.
 - c. Duration of the observation would be until the researcher got the result of the research.
 - d. The purpose of the observation was to find the result and data in this research.
3. The researcher did the observation during of the process of filling the questionnaires by the students.
4. The researcher interviewed the teacher after the process of teaching learning.
5. The researcher analyzed the notes of the observation, interview and questionnaires.
6. The researcher reported the result of the data analysis to induce the research finding.

E. Trustworthiness of the Data

In the qualitative research, the researcher revealed the data as the real life of the subject. In this research, triangulation was employed. Triangulation is data collection in qualitative research generally includes observations, interviews, and document

analyses. Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (a principal and a student), types of data (observational fieldnotes and interviews), or methods of data collection (documents and interviews) in descriptions and themes in qualitative research.¹⁰ The researcher typically included more than one data collection technique to validate findings. These different data sources were later compared with one another in a process called triangulation.

The observation focused on teaching learning speaking process through Rap music media. Interview conducted towards the teacher to get the data which can be used to make sure about the result of observation, questionnaire conducted towards students to find out students' problem in learning speaking. Questionnaire conducted to get the data which can be used to make sure about the result of observation. The observation conducted more than one time. The researcher expected the result of this research consistent for the same data, because the data collected more than one time and more than one data source.

F. Data Analysis

According to Miles and Huberman, the steps of analyzing the data were as follows:

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions that

¹⁰ *Op. Cit.* p.259

gained from the interview and observation. Then this summary is analyzed to see the important information, group the data, and select the data which are needed and arrange the data to the proper format so that they give meaningful result and conclusion.

2. Data display

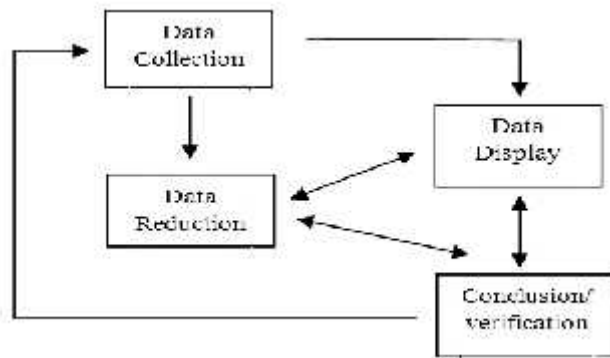
The next step is to display the data from the result of the data reduction. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. The information gained from observation, interview and questionnaire is gathered and organized according to the research focus. From this display, the next conclusion and verification of the data is applied.

3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing. Conclusions are also verified as the analyst proceeds. Conclusion drawing involved stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entailed revising the data as many times as necessary to cross-check or verified these emergent conclusions. Verification referred to the process which is able to explain the answer of research question and research objectives. In this step, the researcher avoided any one – sided

impression and stay openly, so that the conclusion of the research is clear, explicit and grounded.¹¹

The component of data analysis by Miles and Huberman could be seen from the figure below:



It shows that qualitative data analysis is a continuous, interactive enterprise. Issues of data reduction, of display, and of conclusion drawing/verification come into figure successively as analysis episodes follow each other.¹²

¹¹ Mathew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks: Sage Publications, 1994), p.10-11

¹² *Ibid*, p. 12