

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method

Research is a process where someone tries to get answers to questions, problems, or a greater understanding of a phenomenon that is carried out systematically and with the support of relevant data.<sup>1</sup> In research, there is a methodology as the overall step that researchers take when starting their research work. This research uses a qualitative descriptive method to find out the answer to research questions. This method is appropriate in describing how the role of English teachers and the challenges faced by teachers in strengthening students' critical thinking and communication competencies in 21st century era. Qualitative research is an approach for investigating and understanding the implications of individuals or groups for social or human problems.<sup>2</sup> In addition, qualitative research is a study of how people understand their concrete real-life experiences with their own minds and words.<sup>3</sup> Thus, it can be concluded that qualitative research is a type of descriptive research that discusses about phenomena, events, perceptions, social dynamics, and human behavior that occur in this life so that the researcher's perspective is the key of this research.

The purpose of this research is to describe the roles of English teachers in strengthening students' critical thinking and communication competencies in the 21st century era, including the challenges they faced and solutions in strengthening students' competencies in the teaching-learning process. Furthermore, indicators of students' critical thinking and communication skills are also explained in the discussion of this research. Therefore, this qualitative method is suitable for this study because it is used to identify and describe the roles of English teachers in strengthening students' critical thinking and communication competencies in the 21st century era.

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<sup>1</sup> Syeh Muhammad Sajjad Kabir, *Basic Guidelines for Research: An Introductory Approach for All Disciplines* (Bangladesh: Book Zone Publication, 2016), 3.

<sup>2</sup> John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (United States of America: Sage Publication, 2014), 1.

<sup>3</sup> A. J. Copley, *Qualitative Research Methods: A Practice-Oriented Introduction for Students of Psychology and Education* (Riga Latvia: Zinatne, 2019), 5.

## B. Research Setting

The researcher took place at MTs NU Hasyim Asy'ari 2 which is located at Jl. H. Daman Huri, RT. 02 RW. 06, Sudimoro Karangmalang village on Gebog sub-district and Kudus district. It is one of the schools in Gebog which is accredited A by the government. The reason for choosing MTs NU Hasyim Asy'ari 2 of the place of this research is because this school is great and very discipline with an Islamic background. However, in English learning, it seems that it is still inferior to other favorite schools in Kudus. Thus, the researcher wanted to know and describe the efforts of the English teachers in developing English learning according to the researcher's topic. In addition, the school is close to the researcher's home so it will be easier for the researcher to retrieve research data.

## C. Research Participant / Subject

In this research, the researcher selected the sample by using purposive sampling. Purposive sampling is a technique that concentrates on people with particular characteristics who will better be able to assist with the relevant research.<sup>4</sup> Simply put, in this technique the researcher relies on the researcher's own judgment and criteria when selecting members of the population to participate in the study so that the researcher will be more flexible and easier in digging up data on the research object.

There are two English teachers and twelve classes at MTs NU Hasyim Asy'ari 2 Gebog Kudus. Thus, the researcher chose two English teachers, 8<sup>th</sup>, and 9<sup>th</sup> class as participants because 4C skills were also applied in the learning process and they were more suitable and capable in this study.

## D. Instruments and Data Collection Technique

### 1. Instruments

Data are required to undertake the findings of this study. The data is very important for research because it is the basic material to produce insight in answering problems. In this qualitative descriptive study, the researcher used three instruments namely interview, observation, and documentation. Interview, observation, and documentation are suitable and appropriate instruments to answer the problems in this research.

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<sup>4</sup> Ilker Etikan, S. A. Musa, & R. S. Alkassim, "Comparison of Convenience Sampling and Purposive Sampling," *American Journal of Theoretical and Applied Statistics* 5, no.1 (2016): 3.

The researcher used an interview instrument to obtain in-depth information on the issues raised in this study. The observation instrument was used by the researcher because the researcher needed direct observations that can be observed by the five senses and can be analyzed when the incident occurred. Then, a documentation instrument was used also to collect documents and data that are already available and needed for research problems.

The researcher used interview and observation to answer the research problems in this study, which is related to the role of English teachers and challenges faced by English teachers in strengthening students' critical thinking and communication competencies in 21st century era. Moreover, documentation was used to obtain data such as official documents, books, report notes, photographs, and so on regarding to the research object. Interview and observation are primary data sources in this study. While, documentation is a secondary data source, namely data that become supporting informants and provide complementary information in this study. Certainly, the instruments used in this research are closely related and complementary to this study with the aim of obtaining in-depth information and findings.

## 2. **Data Collection Technique**

Data collection technique is the researcher's way of collecting data. In this study, the researcher took three data collection techniques namely interview, observation, and documentation. The description of the data collection techniques used in this research are as follows:

### a. **Interview**

Interview is a conversation carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to questions submitted.<sup>5</sup> In another definition, interview is a face-to-face question and answer activity between the interviewer and the interviewee about the problem being studied, where the interviewer intends to obtain perceptions, attitudes, and mindsets from the interviewees that are relevant to the problem being studied.<sup>6</sup> In addition, interview is defined as a form of consultation and also one of the data collection techniques

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<sup>5</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2017), 186.

<sup>6</sup> Ghozali Imam, *Instrument Pengumpulan Data* (Semarang: BPFE, 2015), 162.

where the researcher seeks to know more about an issue as opinionated by the individual being asked.<sup>7</sup> Thus, the interview is an action carried out by two people, namely the interviewer and the interviewee with the aim of obtaining some information about something.

The interview method used by the researcher with the objective of obtaining data through direct interviews (face to face) between the researcher as an interviewer and English teacher and several students as interviewees who provide information about matters related to the roles of English teachers and challenges faced by English teachers and their solutions in strengthening students' critical thinking and communication competencies in the 21st century era at MTs NU Hasyim Asy'ari 2 Gebog Kudus. In this research, the researcher used an in-depth interview technique. An in-depth interview is a social interaction in the form of a face-to-face question and answer process without giving answer choices and without guidelines between researcher and research subject to explore information. Although an in-depth interview is not providing answer choices and guidelines, the researcher still controlled the interview process in order to run systematically and focus on the predetermined subject. The interview was done by speaking in Bahasa to give the English teacher unlimited responses.

#### **b. Observation**

Observation is a surveillance that is carried out intentionally, systematically about social phenomena with psychological symptoms and then taking notes.<sup>8</sup> In another definition, observation is one of the data collection techniques that the researcher collects information or data in the social environment by taking a role in that environment or in the object of the research.<sup>9</sup> Moreover, observation is defined as a process of seeing, observing, and recording behavior systematically for a specific purpose.<sup>10</sup> Thus, based

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<sup>7</sup> Essa Adhabi & Christina Blash Anozie, "Literature Review for the Type of Interview in Qualitative Research," *International Journal of Education* 9, no.3 (2017): 88.

<sup>8</sup> Joko Subagyo, *Metode Penelitian dalam Teori dan Praktek* (Jakarta: PT Rineka Cipta, 2016), 63.

<sup>9</sup> A. J. Cropley, *Qualitative Research Methods: A Practice-Oriented Introduction for Students of Psychology and Education* (Riga Latvia: Zinatne, 2019), 85.

<sup>10</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 68.

on several definitions of observation by the three experts above, the researcher concluded that observation is one of the data collection techniques by observing or surveying carefully the object of research to obtain information, ideas, and find out the actual conditions.

This observation method was used by the researcher to examine directly at the research location. The researcher also wanted to obtain information and reveal data that can directly observe about matters related to the roles of the English teachers and challenges faced by English teachers and their solutions in strengthening students' critical thinking and communication competencies at MTs NU Hasyim Asy'ari 2 Gebog Kudus. This observation was used to further explore the data and re-examine the data obtained from the interview whether it is true.

Observation was carried out by the researcher by observing and taking notes of the learning process takes place and the researcher can gain direct experience. The reason the researcher chose the observation method was because this method was considered appropriate and able to assist the process of searching for data that was in accordance with the conditions and circumstances that existed in the object of research. This observation was carried out by the researcher to English teachers and 8<sup>th</sup> and 9<sup>th</sup> grade students at MTs NU Hasyim Asy'ari 2 Gebog Kudus.

### c. **Documentation**

Documentation is one of data collection techniques by collecting proponent documents related to the data or object under study and this method is a complement to the methods of interview and observation.<sup>11</sup> It refers to the archival data that helps the researcher to collect the needed data. The documentary method is to get a researcher data linked to the research object that elaborated in this research.

When conducting documentation, the researcher investigated written objects which can be in the form of books, notes, photos, regulations, and so on. The researcher chose documentation as a data collection technique in this study because the document is natural, can be said to be stable, useful as evidence for testing, and so on. The

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<sup>11</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 73.

researcher used this technique to obtain information in the form of files related to the roles of English teachers in strengthening students' critical thinking and communication competencies in the 21st century era at MTs NU Hasyim Asy'ari 2 Gebog Kudus.

## E. Research Data Validity

In the research, the researcher needed to validate the findings of the study. In order to check the validity of the data regarding “The Roles of English Teachers in Strengthening Students' Critical Thinking and Communication Competencies in the 21st Century Era”, based on the data collected, this study used several data validity techniques including credibility, transferability, dependability, and confirmability. Testing the validity of the data in qualitative research is absolutely necessary so that the data can be trusted and accounted for so that it is feasible to use. Therefore, after collecting various data, the researcher checked the validity with various techniques are as follows:

### 1. Credibility Test

Qualitative research data can be declared credible if there are similarities between the data from the research reports and the actual state of the research object. In order to determine the credibility of qualitative data, a testing process can be carried out consisting of triangulation, negative case analysis, uses of reference materials, and conducting member checks testing. In this study, the credibility test process carried out by the researcher was as follows:

#### a. Triangulation

Triangulation is an approach to generate the essence of research data from various sources, techniques, and times. The purpose of triangulation by the researcher is to increase understanding of the data that has been obtained. The researcher used three types of triangulation, namely:

##### 1) Source Triangulation

Source triangulation is carried out to test the credibility of the research data that has been obtained from the data source by checking it with several other data sources.<sup>12</sup> The researcher conducted this triangulation with the data obtained from the English

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<sup>12</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 94.

teachers at MTs NU Hasyim Asy'ari 2 Gebog Kudus about their roles in strengthening students' critical thinking and communication competencies in the 21st century era which was then checked back to the principal, fellow teachers, and students.

2) Technique Triangulation

Technique triangulation is carried out to test the credibility of research data by checking data from the same source but with different techniques.<sup>13</sup> The researcher conducted this triangulation by means of research data on the roles of English teachers in strengthening students' critical thinking and communication competencies in the 21st century era at MTs NU Hasyim Asy'ari 2 Gebog Kudus that obtained by interview technique and then rechecked with documentation technique or observation technique. The process can be reversed.

3) Time Triangulation

Time usually also frequently affects the credibility of the data. Time triangulation is used to test the credibility of research data related to changes in human behavior and processes over time.<sup>14</sup> In this study, the researcher observed the data repeatedly in order to obtain valid data.

**b. Negative Case Analysis**

A negative case is a case that is different or inappropriate with the research data for a certain time.<sup>15</sup> In this study, the negative case analysis was carried out by the researcher by looking for data that contradicted the research results that had been obtained up to a certain time. If no further negative cases are found, the research data is confirmed to be credible.

**c. Uses of Reference Materials**

Reference materials are used to support evidence of research data obtained by researchers. In this study, the researcher used recordings and notes from interviews,

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<sup>13</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 95.

<sup>14</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 95.

<sup>15</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 96.

photos, and documents related to the roles of English teachers in strengthening students' critical thinking and communication competencies in the 21st century era at MTs NU Hasyim Asy'ari 2 Gebog Kudus.

**d. Member Check**

Member check is checking the research data that has been obtained by the researcher to the source or data provider with the aim of ensuring that the data or information that has been obtained is in accordance with what is intended by the data provider.<sup>16</sup> In this study, the researcher conducted a member check by re-checking the results of interviews with the relevant data source or informant to obtain approval and agreement on the data that had been given to be reported by the researcher.

**2. Transferability Test**

Transferability test is a test that is related to the question of the extent to which research can be used in other situations. In making a research report, the researcher must provide detailed, clear, systematic, and reliable descriptions so that readers can understand the research report easily and the research can be declared to fulfill the standard of the transferability test.<sup>17</sup> To fulfill this test, the researcher conducted a cross-test process on the systematic and structure of the report contained in the mussel guidelines from English Education Department of IAIN Kudus. The researcher also conducted an opinion poll with the thesis advisor about the research report which has provided a good and clear format and understanding of the roles of English teachers in strengthening students' critical thinking and communication competencies in the 21st century era at MTs NU Hasyim Asy'ari 2 Gebog Kudus.

**3. Dependability Test**

Dependability test is carried out through an audit of the entire research process. Research can be said to have a dependent nature if other people can replicate the process of the research and the researcher must also be able to prove the traces of his field research activities.<sup>18</sup> Therefore, to fulfill these requirements,

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<sup>16</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 97-98.

<sup>17</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 99.

<sup>18</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 99.

the researcher showed an official letter from the research location, namely MTs Hasyim Asy'ari 2 Kudus about research activities that was carried out by researcher as evidence.

#### 4. **Confirmability Test**

Confirmability test is the process of checking research data to determine the certainty so that the quality of the data can be accounted for and reliable. Research data can be declared definitively if many parties objectively agree on it.<sup>19</sup> In order to fulfill the requirements of the confirmability test, the researcher attached several pieces of evidence of the research process such as a letter statement from the research location namely MTs Hasyim Asy'ari 2 Kudus, the results of interview and observation, documents related to the research and research guidance.

### F. **Data Analysis Technique**

Data analysis is the process of systematically digging and compiling data, obtained from interviews, observations, documentation, and others by arranging them into good patterns so that conclusions can be drawn and can be understood by the researcher and others.<sup>20</sup> In this study, the Miles and Huberman model analysis technique was chosen by the researcher in analyzing the data. Based on the data analysis technique from Miles and Huberman, the steps to be taken in this study are as follows:

#### 1. **Data Reduction**

Data reduction is summarizing, choosing the main points, focusing on the things that are important, looking for themes and patterns, and discarding unnecessary ones.<sup>21</sup> Therefore, the data that has been reduced will give a clearer description, and make it easier for the researcher to conduct further data collection, and look for it when demanded.

In this study, the researcher collected the data through interviews with two English teachers, observations in the 8<sup>th</sup> and 9<sup>th</sup> class, and documentation at MTs NU Hasyim Asy'ari 2 Gebog Kudus. Then, the researcher identified, summarized, and took important points related to the roles of English teachers in

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<sup>19</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 100.

<sup>20</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2017), 335.

<sup>21</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 80.

strengthening students' critical thinking and communication competencies in the 21st century era. The researcher also removed the data that is not well patterned from the results of observations, interviews, and documentation at MTs NU Hasyim Asy'ari 2 Gebog Kudus.

## 2. Data Display

Data display is a collection of information that allows the researcher to draw conclusions and take action. Data display is an assembly of information, in the form of a complete description and narrative, which is compiled based on the main findings contained in the data reduction, and is presented by the researcher using logical and systematic language, so that it is easy for readers to understand.<sup>22</sup>

In this study, the data is presented in the form of a narrative regarding the roles of English teachers and the challenges faced by English teachers and their solutions in strengthening students' critical thinking and communication competencies at MTs NU Hasyim Asy'ari 2 Gebog Kudus.

## 3. Verification

After data collection and data analysis have been carried out, the final process is to provide interpretation and then arrange it into a conclusion. The conclusion is a re-check process carried out during the study by matching the data with the notes made by the researcher. The conclusion in qualitative research is expected to be unprecedented findings and findings can be in the form of a description of an object which previously was so dim or dark, but it became clear after research.<sup>23</sup>

Therefore, the researcher tried to conclude deeply and precisely about the roles of English teachers and the challenges faced by English teachers and their solutions in strengthening students' critical thinking and communication competencies at MTs NU Hasyim Asy'ari 2 Gebog Kudus.

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<sup>22</sup> Farida Nugrahani, *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa* (Solo: Cakra Books, 2014), 175.

<sup>23</sup> Umar Sidiq & M. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 84-85.