

CHAPTER III

RESEARCH METHOD

This chapter discusses the following sub topics: (1) research design, (2) operational definition; (3) participant of the study; (4) data collection; (5) data analysis; and (6) establishment of trustworthiness.

3.1 Research Design

This study was included in qualitative research with a case study. Qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter and Jack, 2010). According to Creswell (2012), a case study is a problem to be studied, which involves understanding an event, activity, process, or one or more individuals.

Therefore, the qualitative research with case study was employed in this study to find out the teaching strategy to build students' character in English classroom at SMP IT Izzuddin Palembang. The data of this study was obtained by using interview as the research instrument. The interview was conducted in order to find out the teaching strategy to build students' character in English classroom.

3.2 Operational Definitions

The title of this study was Character Building through English Language Teaching: A Case Study at SMP IT Izzuddin Palembang. In order to avoid the

possibility of misunderstanding about some terms in this research, the followings were short explanation of terms used in this study.

Character Building is an effort and continuous process to shape the character that implemented by the English language teachers in teaching and learning activities in English classroom.

English Language Teaching is an activity of teaching English whereby the students gain communicative competency or fluency in a language.

SMP IT is a school that combining Islamic values with an effective learning approach to develop the character and competence of the students.

3.3 Participants of the Study

The participants of this study were taken from two English language teachers at SMP IT Izzuddin Palembang by using purposeful sampling technique. In purposeful sampling, the researcher intentionally selects individuals and sites to learn or understand the central phenomenon (Creswell, 2012). Additionally the aimed of purposeful sampling is to choose the individual that can provide the information-rich and the most detailed information to help the researcher answers the research questions (Lodico et al., 2010). In short, purposeful sampling technique was conducted in this research.

There were two English language teachers at SMP IT Izzuddin Palembang, and both were chosen as the participant of this study by using maximal variation sampling technique. According to Creswell (2012), maximal variation sampling is a purposeful sampling strategy in which the researcher sample cases or individuals

that differ on some characteristic or trait. In this study, the researcher had one characteristic for the chosen teacher, it was: (1) English language teacher at SMP IT Izzuddin Palembang. Finally, I choose two English language teachers at SMP IT Izzuddin Palembang as the participant of this study by considering the characteristic mentioned above in order to get depth understanding and develop many perspectives.

3.4 Data Collection

In collecting the data, I conducted interview as the research instrument. Interview was applied to find out the teaching strategy to build students' character in English classroom. Creswell (2012) states that qualitative interview occurs when a researchers ask one or more participant in general, open-ended questions, and record their answers. The questions were assigned to English language teachers at SMP IT Izzuddin Palembang. Interview was conducted to achieve detail information related to the teaching strategy of English language teachers to build students' character in English classroom.

To obtain in depth information, semi-structured interview was used in this study. A semi-structured is designed to ascertain subjective responses from person regarding to a particular situation or phenomenon they have experienced (McIntosh and Morse, 2014). In addition, Balushi (2016) states that semi-structured interview can be an effective tool in interpretive research because they help the researcher gaining in-depth data of participants' perspective and make sense of their lived stories and experiences as told by them. Therefore, in order to

create a good rapport with the participant, I employed a semi-structured interview. The overall interview was recorded under the participants' permission, and then it was transcribed. The interview process was done in English language to avoid misunderstanding of the interpretation.

I followed several steps in conducting the interview. First, I prepared the interview protocol and the recorder to record the overall interview process. Second, I prepared a note to write some additional information. Then, I identified the teacher as the interviewee based on the sampling technique in participant of the study part. Before beginning the interview process, I introduced myself to the interviewee. Next, I asked some personal information of the interviewee. And then, I started asking several questions based on the interview protocol as comfortable as possible. The number of interview questions consisted of 20 items in order to get the information about the teaching strategy of English language teachers to build students' character in English classroom. The interview questions were adapted from Shaaban (2005). Finally, I ended up the interview session by a final thank you statement to acknowledge the time spent during the interview process.

3.5 Data Analysis

In this study, I employed thematic analysis in analyzing the data of the teaching strategy of English language teachers to build students' character in English classroom at SMP IT Izzuddin Palembang. Creswell (2012) claims that in a qualitative interview, the researcher transcribe and type the data into a computer

file for analysis. Therefore, the collected data through interview was transcribed to identify categories based on the answer of the interview questions. After that, I read all of the transcription of the interview. Next, I classified the data based on the code. After the coding process, I made it into themes. And finally, from the themes I started to write some interpretation of the finding.

3.6. Establishment of Trustworthiness

Trustworthiness is used for evaluating qualitative data analysis to make sure that the findings are accurate and credible. Creswell (2012) explains that validating findings means that the researcher determines the accuracy or credibility of the findings. In this case, I employed member checking as a technique to examine the validity of the data. Creswell (2012) defines member checking as the process of checking the accuracy of the finding by asking one or more participants of the study to check the accuracy of the account by taking the findings back to the participants and asking them about the accuracy of the report. Therefore, in order to measure the accuracy of the report, I asked the interviewee to recheck the interview transcription to confirm the authenticity of the information given through the interview process. After the interviewee checked the validation of the data, I asked the interviewee to put a signature as the prove of the data authenticity.