

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research used a descriptive qualitative method to answer the research question. A descriptive qualitative design was chosen to explore and understand the social phenomenon (Creswell, 2009). Miles et al. (2014) also state that qualitative research is conducted through intensive and long-term interactions with live situations. In this research, the descriptive qualitative method is expected to describe in detail the situation or conditions that occur in the classroom. Moreover, qualitative research is a way of describing and interpreting and might lead to the development of a new concept or theory, and it leads to having a natural setting as the data.

Qualitative research involves the analysis of data such as words, for example, interviews, transcripts, documents, or even personal experience material such as journals. It describes the actual data of individual or social experience of life. Kothari (2004) also states qualitative approach to research is concerned with the subjective assessment of attitudes, opinions, and behavior. This research was conducted to describe the implementation of differentiated learning in teaching English at MTsN 2 Medan.

B. Data and Source of Data

Bogdan and Biklen (2006) define data as the rough materials researchers collect from the field of study. The data in this study is the learning process that contains differentiated conducted by the English teacher. The data obtained in this

study include teachers' instructions and sentences that contained different aspects and learning processes, as well as lesson plans related to English materials for grade seven. This research was conducted at MTsN 2 Medan which is located in Percut Sei Tuan, Deli Serdang, North Sumatra. The data source used in this study is an English teacher of MTsN 2 Medan (ZW) who will provide instructions in differentiated learning. Then, the instructions and learning activities were processed in data analysis.

C. Techniques of Data Collection

The data collection techniques in this research were observation, documentation, and interviews.

1. Observation

Observation as a data collection technique is more specific than the others. Redwan (2007: 30) says that observation is to make direct observations of the object of research to see up close the activities carried out, natural phenomena, and work processes. This research used the observation method, in which observations were made by looking at classroom interaction made by the teacher in the English teaching-learning process.

2. Interview

The researcher also collected data through teacher interviews to reinforce the results obtained through classroom observations. Sugiyono (as cited in Azizah, 2013) stated that an interview is a form of dialogue between the interviewer and the informant to obtain relevant information for research. For the interview method in this study, the researcher interviewed one seventh-grade English

teacher who has started implementing differentiated learning in the classroom. This interview aims to provide a statement that supports the results of the observations made by the researcher

3. Documentation

Documentation was used to take videos of learning interactions in the classroom and documents in the form of lesson plans that contain instructions that the teacher will carry out in teaching activities. Document means a list of records or someone's work about something, with a group of people related to the focus of the study (Yusuf, 2017: 391). Documentation was conducted to analyze important documents that support learning research.

D. Instruments of Data Collection

The research instrument is crucial in research design since it facilitates data collection for this study. This research used three data collection techniques: (1) observation, (2) video recording, and (3) interview. There is discussed below:

1. Observational Sheet

Observation is an activity where the researcher observes many topics related to the research that were investigated directly. Creswell J. W. (2012) suggests that while observing an issue, those who have experienced that issue might provide more information.

Thus, in this research, the researcher collected the data by observing the process of English classroom activities to know the real situation of the class when the teacher differs the students based on their readiness, interest, and learning profile. The researcher observed the seventh grade, which is class VII-C

of MTsN 2 Medan. The observation will be conducted in two meetings. The researcher focuses on how differentiated learning was implemented (for more information, see Appendix B).

2. Video Recording

Video recording was necessary to capture teacher-student interactions in a fast-paced classroom setting. According to Richard and Lockhart (1996), audio or video recordings offer advantages such as the ability to repeat and evaluate data, as well as catch details that other instruments are unable to. It also can be used to capture discussions between the teacher and students, as well as other classroom activities.

During observations related to teacher instructions, the researcher also needed to record classroom activities and interactions between the teacher and students to be transcribed so that data on differentiated teacher instructions is more accurate.

3. Questions for the Interview

Easwaramorthy & Zarinpoush (2006) stated that an interview is a conversation used to gather data; it can be conducted in person or over the phone and consists of two parties: an interviewee who answers questions and an interviewer who facilitates the conversation and asks questions.

In this research, the researcher interviewed one English teacher who guided the seventh grade of MTsN 2 Medan to obtain detailed information related to the implementation of differentiated learning in English classrooms. The questions

arranged by the researcher are based on Tomlinson's theory of differentiated instruction (for more information on interview questions, see Appendix C).

E. Techniques of Data Analysis

The technique of analyzing the data used in this study is the Interactive Model by Miles, Huberman, and Saldana (2014). There are several steps to analyze the data, such as data condensation, data display, and conclusion, drawing/verification. The steps are formulated as below:

1. Data Condensation

Data condensation refers to the process of selecting and focusing, simplifying, abstracting, and modifying field notes, interview transcripts, documents, and other empirical materials. As data collecting progresses, further phases of data condensation occur, such as writing summaries, coding, establishing themes, creating categories, and drafting analytic notes. The condensation of the data analysis process in qualitative research accommodates the data without reducing the field findings obtained during the research (data collection process). By condensing, we are making data stronger (Miles, Huberman, & Saldana, 2014).

In this study, the data obtained from observation and transcripts from interviews and teacher's instruction in teaching. The researcher carried out data collection activities taken from data sources without reducing research findings. The data was shown in detail and fact without any elements of addition or subtraction. This study observed an English teacher of MTsN 2 Medan. The learning process was 80 minutes per meeting.

In the form of data condensation, the transcription was sharpened to determine the relevant data and determine the teacher's instruction during the learning process. The video transcription was sorted based on Tomlinson's theory about the teacher's implementation of differentiated learning in the classroom.

2. Data Display

Data display is a structured, compacted collection of information that enables conclusion drawing and action (Miles, et al). The displays are discussed and illustrated in many types of matrices, graphs, charts, and networks. To concentrate on processing every data gained in this research, the researcher chose specific data from research findings, such as observations and interviews. The researcher in this study concentrated on how the English language teacher employed differentiated instruction. To address research questions, interview transcripts were acquired and highlighted. Strict selection, summaries, and classification were used to simplify and turn the data into a larger pattern. This technique assisted the researcher in identifying specific problems with linking to theory and optimizes the data for further analysis.

3. Drawing and Verifying Conclusion

The third step of the analysis activity was conclusion drawing and verification. Conclusion drawing is a process in which the researcher interprets data from the beginning of collection accompanied by making patterns and descriptions or explanations. Miles, Huberman, & Saldana (2014) point out that while generating conclusions, it is important to evaluate the meaning of the

analyzed data and its consequences for the questions. The conclusion is verified the analysis proceeds to answer the problem of the study.

In this study, the researcher showed the result of the study in the form of teacher's design in lesson plans and implementation of Differentiated Learning that the English teacher has done during the teaching and learning process in the classroom of MTsN 2 Medan.

Based on the explanation above, the researcher went through several stages to analyze the data. The following are the steps of the Interactive Model by Miles, Huberman, and Saldana (2014) as seen in **Figure 3.1.** below:

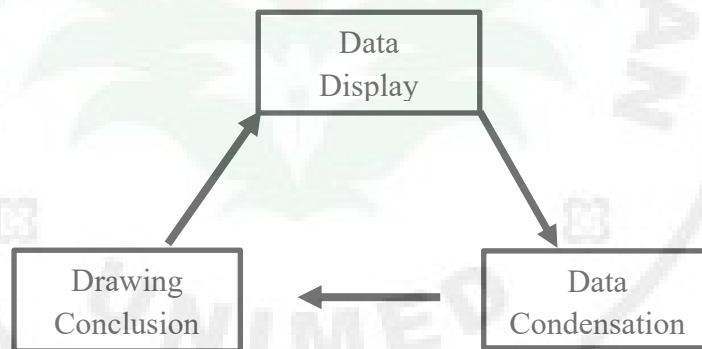


Figure 3. 1.Research Cycle