

CHAPTER III

RESEARCH METHODS

A. Research Type

This study used a descriptive qualitative research type. Qualitative research is a method employed to explore and interpret the meanings that individuals or groups attach to a particular social phenomenon (Creswell, 2009). This approach is characterized by a flexible and inductive process in which data are gathered directly from natural settings, analyzed using thematic analysis, and interpreted by the researcher to reveal underlying meanings within the data. In addition, Lincoln et al., (1985), explain that qualitative research is an approach to understanding the meaning of human experiences in real-life contexts. It is conducted in natural settings and remains flexible, developing along with the research process.

B. Research Setting

The location chosen by the researcher is MTsN 1 Bukittinggi. The school was selected as the research location because it is relevant to the research topic and suitable for the research title, namely “An Analysis of Teaching Media Used by English Teachers in Classroom Activities at the Eighth Grade in MTsN 1 Bukittinggi”. The research focuses on the media used by English teachers in classroom activities. This research was conducted in the 2026/2027 academic year.

C. Research Subject

In this study, the research subject was one of the English teachers. The respondent of this research is an English teacher at MTsN 1 Bukittinggi who teacher, named Mr. Ridwan Eka Putra, S.Pd.I, Gr. He has been teaching since 2023 until now at MTsN 1 Bukittinggi.

D. Instrument of the Research

Research instruments are tools used by researchers to collect data systematically in order to achieve the objectives of a study. Research instruments are devices used to measure natural and social phenomena being observed (Sugiyono, 2017). Similarly, John W. Creswell (2012) states that research instruments are tools for collecting information from participants in a study.

In this qualitative study, the researcher served as the main instrument, supported by an observation sheet and a semi-structured interview guide, it's used to check the teacher teaching media and the interview has added the information about the teaching media used by English Teacher in the classroom.

1. Observation Sheet

The researcher observed the teaching media used by English teacher in classroom activities at MTsN 1 Bukittinggi. The classroom activities were recorded and noted on observation sheets. Through the observation, the researcher collected data about the teaching media used by English teacher and how the teacher used the media in classroom activities.

2. Interview Sheet

An interview sheet is a research instrument in the form of a list of guiding questions used to obtain in-depth information from participants. Interviews are a meeting between two persons to exchange information and ideas through questions and responses, resulting in the construction of meaning about a particular topic (Sharan B. Merriam Esterberg, 2002). In addition, semi-structured interviews allow flexibility for researchers to explore participants' experiences more deeply and to follow up on emerging issues during the conversation (John W. Creswell, 2014).

The researcher used an interview to know the teacher point of view about media used by English teacher. In doing the interview the researcher had prepared the instruments. In order that, the researcher also prepared the tools such as tape recorder, camera, notes book, etc that can help the interview fast.

E. Technique of Data Collection

Data collection techniques are the most important research stage because the main purpose of research is to obtain information. Without knowledge of data collection techniques, researchers will not obtain data in accordance with established data standards (Sugiyono, 2018).

In qualitative research, data gathering occurred in real-world settings, with the main sources and techniques for data collection primarily being participant observation, in-depth interviews, and documentation. Catherine Marshall and Gretchen B. Rossman assert that the primary techniques utilized

by qualitative researchers to collect data include involvement in the environment, direct observation, in-depth interviews, and document analysis (Sugiyono, 2018).

Sugiyono (2015) states that qualitative research generally uses observation, interviews, and documentation as data collection techniques. Consistent with this, Afifudin (2012) explains that field research with a qualitative approach uses all three techniques to collect in-depth and meaningful data.

1. Interview

An interview is an activity in which two or more people ask questions and exchange information and ideas face-to-face. Thus, the interview can be constructed to refer to a particular topic. Moleong, L. J. (2016) Interviews are a method of collecting data by asking questions to someone who acts as an informant or respondent. During interviews, researchers typically create an interview guide and conduct direct Q&A sessions. In addition, the interview guide was also used as a checklist to ensure that the researcher did not repeatedly ask the same questions to the informants and only asked questions that had not yet been explored until data saturation was reached.

Data collection through interviews was conducted by meeting directly with the English teacher at MTsN 1 Bukittinggi. The interviews were aimed at obtaining detailed information about the teaching media used by the teachers in classroom activities and how the media were

implemented during the teaching and learning process. In this research, the researcher used semi-structured interviews to provide flexibility for the teachers in explaining their experiences and opinions related to the use of teaching media.

Before conducting the interviews, the researchers prepared several interview questions based on the objectives and research problem formulation. Next, they scheduled the interviews with the teacher involved. They also recorded the teachers' responses to ensure the accuracy of the data obtained. After the interviews were completed, the data were analyzed to support and strengthen the findings from the classroom observations.

2. Observation

Observation is a process of observing and recording systematically, logically, objectively, and rationally the phenomena that occur in the research setting (Nawawi et.al 2020). Qualitative observation is the recording of actions and behaviors at the research site, documented through unstructured or semi-structured field notes. The purpose of observation is to describe the research setting, the activities that take place, and the individuals involved, as well as to understand the meaning of the observed events (Afifudin, 2012).

Data collection through observation was conducted by directly observing the teaching and learning process in the classroom at MTsN 1 Bukittinggi. The observation focused on the teaching media used by

English teachers and procedure of used media were applied in classroom activities. During the observation, the researcher paid attention to the types of media used, the way the teacher implemented the media in teaching English, and the students' responses toward the use of the media in the learning process.

Before conducting the observation, the researcher prepared an observation sheet containing several aspects related to the use of learning media in classroom learning activities. During the teaching and learning process, the researcher made careful observations without disrupting the learning process. In addition, the researcher also documented several learning activities through photos or videos to support the observation data. After the observation was completed, the data obtained were analyzed to identify and describe the learning media used by English teachers in classroom learning activities.

3. Documentation.

In qualitative research, documentation is a complementary method used alongside observation and interviews in the data collection process (Silalahi, 2006). Documentation is a data collection technique used to obtain data and information through written records, images, or other relevant sources. This method involves collecting data from non-human sources, such as documents, archives, and other recorded materials.

Documentation in this study was used to support and complete the data obtained from observations and interviews about the teaching media

used by English teacher in classroom activities at MTsN 1 Bukittinggi. The documentation included lesson plans, teaching materials, teaching media used by the teachers, photographs of classroom activities, and other related documents connected to the English teaching and learning process. These documents helped the researcher gain additional information and strengthen the findings of the study.

F. Techniques of Data Analysis

Data analysis is a systematic process used to examine, organize, interpret, and process collected data in order to obtain meaningful information and draw appropriate conclusions. In research, data analysis plays an important role because it helps researchers answer the research questions and achieve the objectives of the study. Through the analysis process, the researcher can identify important information, recognize patterns, and interpret the findings based on the data obtained during the research.

According to Sugiyono (2017:244), data analysis involves several activities, including organizing data into specific categories, describing the data into smaller and meaningful units, synthesizing information, identifying patterns and relationships, determining which findings are relevant and worthy of further examination, and drawing conclusions. These activities allow researchers to understand the data systematically and present the findings clearly. Therefore, data analysis is not only concerned with organizing the collected information but also with interpreting it so that the results can

provide a clear answer to the research questions and be easily understood by both the researcher and the readers.

The researcher used the Miles and Huberman models in data analysis. According to Sugiyono (2018), Miles and Huberman (1984), states that activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated. In data analysis Activity, there are data reduction, data display, and conclusion drawing/verification. Based on that, here are the next steps to analyze the data and make the results clear and understandable.

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, and transforming raw data obtained from interviews, observations, and documentation into a more organized and meaningful form (Miles and Huberman, 1994). Data reduction allows researchers to summarize, select, or focus on important data. Here, the data had to be clear and easy for researchers to collect next and find what they needed.

The researcher then selected the data that were relevant to the focus of the study, such as the types of teaching media used by English teachers, how the teachers used the media in classroom activities, the implementation of the media during the teaching and learning process, and students' responses toward the use of the media. Data that were not related to the focus of the study were reduced or omitted in order to make the analysis more organized, clear, and easier to understand.

2. Data Display

After reduction, the next step is to view the data as a qualitative researcher. Data display refers to the process of organizing and presenting data in a structured and systematic way to make it easier to understand and analyze (Miles and Huberman, 1994). In this study, the presentation of data was in the form of a narrative based on the results of data reduction from class observations and documentation analysis.

By displaying the data, the researcher was able to observe the relationship between the teaching media used by English teachers and the classroom learning activities. The data display helped the researcher present the findings in a more organized, clear, and systematic way, making the data easier to analyze and interpret. In addition, data display allows researchers to understand the overall findings more clearly and supports the process of drawing conclusions (Miles and Huberman, 1994). Therefore, in this study, data display played an important role in presenting comprehensive findings about the teaching media used in classroom activities at MTsN 1 Bukittinggi.

3. Conclusion Drawing and Verification

The final step in qualitative data analysis is drawing conclusions and verifying them. On this occasion, the researcher concluded and re-checked the existing data collected to determine the validity of the data. Conclusion drawing and verification involve interpreting the data that have been reduced and displayed in order to generate meaningful

conclusions, while continuously checking and confirming the validity of those conclusions throughout the research process (Miles and Huberman, 1994).

After drawing the conclusions, the researcher verified the data by reviewing the results of observations, interviews, and documentation to ensure that the findings were valid, accurate, and reliable. Through this process, the researcher was able to confirm the consistency of the collected data and strengthen the credibility of the study. Therefore, the findings of this research provided a clear explanation about the teaching media used by English teachers in classroom activities at MTsN 1 Bukittinggi.

