CHAPTER III
METHODOLOGY OF THE RESEARCH

A. The Place and the Time of the Research

The research was held at the Eleven Year Students of SMA 3 Pandeglang in 2016/2017 academic years. The research conducted at SMA 3 Pandeglang, because the researcher found many problems when the researcher did pre-research to collect the data. There were several important problems on students' speaking skill such as students have less motivation and lack of vocabulary, teacher gives little chance to the students to speak, teacher does not use varied teaching technique, students unmotivated to practice speaking English because most of their friends speak Indonesian. On the other hand, there were language program at SMA 3 Pandeglang. So the researcher interested to conduct the research.

Based on the problems above, the researcher conducted the research on October at the Eleven Year Students IPA-2 of SMA 3 Pandeglang in 2016/2017 academic years in a case study design. The researcher did the researcher for three meetings as long as the research in progress for three meetings, the researcher did observation in the class to observe the activity interaction between the teacher and students used impromptu speech.

B. Method of the Research

Method according to Fraenkel and Wallen (2006:4) is the scientific method provides us with another way of obtaining information-information that is as accurate and reliable as we can get. In this research, the researcher used the qualitative research.[1] In this case the researcher takes SMA 3 Pandeglang as the place in which the research will be held.

[1] Jack R. Fraenkel, *et al. How to Design and Evaluate Research in Education. 6 ed* (Mc Graw-Hill, 2006), 4.

The researcher observed some difficulties and problems that are found in the eleven grade students in English speaking and also language program. The research method in this study is qualitative in the term of case study design. It is implemented to know the implementation of impromptu speech deals with students' speaking skill. In the first phase, the researcher visited class of XI-IPA-2 to collect the data by observation and other sources.

According to Singh, (2006:147) argues:[2]

> Case study is both method and tool for research. Case study leads to very novel idea and no longer limited to the particular individual. In case study investigator tries to collect the bits in support of proposition. One case study if we take specific than prediction value is less while if the case is the representative sample then it has high prediction value. Case study methodological is not longitudinal study but it depends on the methods of information about the individual as far as possible. Therefore, case study is conducted only for specific case. It requires personal observation, by or objective method. Actually case study means a study in depth. Here depth means to explore all peculiarities of case. Case study is the intensive study of a phenomenon, but it gives subjective information rather than objective. It gives a detailed knowledge about the phenomena and not able to generalize beyond the knowledge. In physical science every unit is the true representative of the population, but in education and the units may not be true representative of the population. There are individual differences as well as intra- individual differences. Therefore, prediction cannot be made on the basis of knowledge. No statistical inferences can be drawn from the exploration of a phenomenon.

On the other hand, Fraenkel, Wallen and Hyun (2006:434) say:[3]

> A case comprises just one individual, classroom, school, or program. Typical cases are a student who has trouble learning to read, a social studies classroom, a private school, or a national curriculum project. For some researchers, a case is not just an individual or situation that can easily be identified (e.g., a particular individual, classroom, organization, or project); it may be an event (e.g., a campus celebration), an activity (e.g., learning to use a computer), or an ongoing process (e.g., student teaching). Sometimes much can be learned from studying just one individual, one classroom, one school, or one school district. For example, there are some students who learn a second language rather easily. In hopes of gaining in-sight into why this is the case, one such student could be observed on a regular basis

[2] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics (*New Age International, 2006), 147.
[3] Jack R. Fraenkel, *op.cit., 434*

> to see if there are any noticeable patterns or regularities in the student's behavior. The student, as well as his or her teachers, counselors, parents, and friends, might also be interviewed in depth. A similar series of observations (and interviews) might be conducted with a student who finds learning another language very difficult. As much information as possible (study style, attitudes toward the language, approach to the subject, behavior in class, and so on) would be collected. The hope here is that through the study of a somewhat unique individual, insights can be gained that will suggest ways to help other language students in the future.

Furthermore, Creswell (2012:465) defines:[4]

> A case study is an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection. Bounded means that the case is separated out for research in terms of time, place, or some physical boundaries. The "case" may be a single individual, several individuals separately or in a group, a program, events, or activities (e.g., a teacher, several teachers, or the implementation of a new math program). The "case" may represent a process consisting of a series of steps (e.g., a college curriculum process) that form a sequence of activities.

For all the theory and explanation above, the researcher concludes that case study is bounded research to observe the phenomenon, activity, interaction of the human interaction, such organization, social group, classroom, and so on.

C. Research Instrument

According to Fraenkel and Wallen (2006:187), instruments is to collect information of some sort-measures of abilities, attitudes, beliefs, reactions, and so forth that will enable him or her to draw some conclusions about the sample of individuals being studied.[5]

In this research, the researcher use triangulation in order to collect the comprehensive data such as observation, questionnaire, and interview. To strengthen the data, the researcher use documentation as an additional instrument in order to make the data more concrete and comprehensive.

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[4] John Wallen Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative Research 4ed* (Pearson Education, 2012), 465.
[5] Jack R. Fraenkel, *op.cit., 187*

1. Observation

Observation is very important to collect the comprehensive data because through observation, the researcher directly observe in the real setting of the problem or issue. The researcher investigate the phenomenon around the research participant in order to collect accurate data.

According to O'Leary, (2004:170)[6]

> Observation is a word we might use on any given day, in any multitude of situations. In day-to-day language, to observe means 'to watch or notice', while observation refers to 'the act of watching or noticing'. The problem is that these day-to-day definitions cannot be directly transferred to the world of research methods. As a methods term, 'observation' needs to be identified as a systematic methodology; while the term 'observe' needs to connote more than input from just visual cues. Furthermore, Observation is a systematic method of data collection that relies on a researcher's ability to gather data through his or her senses.

On the other hand, Hancock and Algozzine, (2006: 47)[7]

> Observations are frequently used in the course of case study research. Typically, observations provide answers to questions being investigated (e.g., instructional approaches used by teachers during block scheduling, how students who drop out of school spend their time, frequency of different employment practices). The researcher develops an observation guide and conducts the observation in a setting chosen to maximize the usefulness of data that are gathered. Responses are systematically recorded for later review and analysis. When conducting observations, researchers are careful not to violate legal or ethical protections. While observations are widely used, other methods are also used to gather data in case study research.

Furthermore, Creswell (2012:213) defines:[8]

> Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas

[6] Zina O'Leary, *The Essential Guide to Doing Research* (SAGE Publications, 2004), 170
[7] Dawson R. Hancock, and Bob Algozzine, *Doinng Case Study Research:APractical Guide for Beginning Researchers* (Teacher College Press, 2006), 47.
[8] John Wallen Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative Research 4ed* (Pearson Education, 2012), 213

(e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non-university setting).

2. Questionnaire

After observation, the researcher gives the questionnaire to the research participant in order to strengthen the data. Questionnaire is very important to collect the data because questionnaire use to support the comprehensive data in the term of sequence of question or statement.

According to Brown (Dornyei, 2003:6) defines that questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.[9] Furthermore, Creswell (2012:382) argues that a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher.[10] The participant chooses answers to questions and supplies basic personal or demographic information.

3. Interview

In this research, after the researcher did observation and gave a questionnaire, the next step in collect the data is interview. Interview is very important in the process of collecting data because the function of interview is to support and strengthen the data. First, the researcher conducted interview from principal to collect verbatim data about school policy deal with language program. Second, interview conducted with three English teachers in order to get specific data about learners' speaking sequence

[9] Zoltan Dornyei, *Questionnaire in Second Language Research: Construction, Administration, and Processing* (Lawrence Earlbaum Associates, 2003), 6.
[10] Creswell, *op.cit.*, 382

activities in relation to implementation of impromptu speech. The last, interview conducted to the students of XI-IPA-2 in order to collect comprehensive data about implementation of impromptu speech.

According to Desai and Potter (2006:144)[11]

> Many forms of development research include an interview of some kind. For some researchers, interviews are the main channel of information gathering, while for others, interviews are used as a starting point or background to support other forms of data collection. In this chapter, I will outline some of the main types of interview and what issues you should consider before embarking on interviews.
> Types of interview
> While the concept of an 'interview' often implies something rather formal, in reality 'interviews' can range from a rather unstructured conversational style to a much more rigid question and answer format. There is no one right way to conduct interviews. Rather, as with all research, you need to think about the research topic, the person you are interviewing and the context. For example, interviewing a government official about water provision in a shanty town is different from interviewing shanty town residents about their access to clean water. Interview types are often divided into 'structured', 'semi-structured' and 'unstructured', although the differences are sometimes difficult to distinguish. 'Structured' interviews follow a pre-set list of questions which are often standardized across interviewees. 'Semi-structured' interviews follow a form of interview schedule with suggested themes, but there is scope for the interviewees to develop their responses. Finally, 'unstructured' interviews provide the interviewees with the opportunity to take the discussion in whichever direction they choose. Such interviews are often more 'conversational' in that they are not directed by the interviewer and may cover topics which are completely unexpected.
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> Why do interviews?
> Interviews are a commonly used method in development research because of the range of information that can be obtained. When selecting the type of interview, the questions and the interview arrangements, you should think carefully about why you think an interview is an appropriate method for your particular research questions.

Furthermore, Creswell (2012:382) defines:[12]

[11] Vendana Desai and Robert Petter, *Doing DevelopmentResearch (*SAGE Publications,2006) 144.

> An interview survey, however, is a form on which the researcher records answers supplied by the participant in the study. The researcher asks a question from an interview guide, listens for answers or observes behavior, and records responses on the survey. The quantitative interview procedures, discussed here, are not to be confused with qualitative interviewing. In quantitative survey interviews, the investigator uses a structured or semi structured interview consisting of mostly closed-ended questions, provides response options to interviewees, and records their responses. In qualitative survey interviews, an interviewer asks open-ended questions without response options and listens to and records the comments of the interviewee.

In order to support the data, the researcher use additional instrument to collect the data through documentation. Documentation is very important to make the data more concrete. A valuable source of information in qualitative research is documents.

> Documents is consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents. Examples of public documents are minutes from meetings, official memos, records in the public domain, and archival material in libraries. Private documents consist of personal journals and diaries, letters, personal notes, and jottings individuals write to themselves. Materials such as e-mail comments and Web site data illustrate both public and private documents, and they represent a growing data source for qualitative researchers. (Creswell, 2012:223)[13]

> According to Lodico, Spaulding and Voegtle (2010:130)[14]

> Documents, images, and artifacts are other types of data collection tools used in qualitative research. Documents are printed or written records that may have existed before the start of the study, such as a personal diary, or that were created after the study began, such as student essays. Images can include maps or diagrams of a classroom or program site or photographs or videotapes of events at a setting. Artifacts are objects used in the setting such as a map, textbook, or desk.

> While, Hancock and Algozzine (2006:51)[15]

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[12] John Wallen Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative Research 4ed* (Pearson Education, 2012), 382.
[13] Ibid., 223.
[14] Marguirite G. Lodico, *et al.*, *Method in Education Research: From Theory to Practice* (United States of Amerika: Jossey-Bass, 2010) , 130.

> Documents examined by a case study researcher include material extracted from the Internet, private and public records, physical evidence, and instruments created by the researcher. Private and public records are another potentially useful source of information. Private records include any material produced by an individual that provides insights into the person's beliefs, attitudes, and behaviors. Examples include personal letters, notes, diaries, and family pictures. Public records are documents that reflect beliefs, attitudes, and behaviors beyond those of a particular individual.

For all the theory and previous explanation, the researcher concludes that triangulation method is the strategy in qualitative research to collect the data through observation, questionnaire and interview. These are ways to collect the data and it is related each other. Observation is the process of obtaining information based on phenomena, interaction and activity. Besides, questionnaire is the sequence of question about habitual action, activity, and so on. While, interview is the process of getting information through asking something that related with the problem between one people with another person. Documentation is the additional instrument to collect the data in the term of picture, recording, journal, field note, and so on.

D. Research Participants

In this research, the researcher involve Muh. Chusnul Mubaroq as a principal of SMA 3 Pandeglang who has allowed to conducted the research and he was the one source of the data. Besides that, there are three English teachers of SMA 3 Pandeglang they are Mrs. Ririn, Mrs. Entin and Mrs. Heni. The researcher also receive an advice in the process of obtaining information and getting data from them. The most important participants are the eleven students of XI-IPA-2 as a sample which were took it purposively where the researcher conducted the research to investigate the implementation of impromptu speech as a method deals with students' speaking skill.

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[15] Dawson R. Hancock, and Bob Algozzine, *Doing Case Study Research: A Practical Guide foor BeginningResearchers* (Teacher College Press, 2006), 51.

According to Lankshear and Knobel (2004:148) say that purposive sampling involves researchers' hand-picking respondents for a study. Here, a researcher uses their judgment to choose participants for the specific qualities they bring to the study. The researcher observe the phenomena, interaction and activity in the class of XI-IPA-2.

E. Technique of Collecting Data

In this research, the researcher used triangulation method to collect the data there are observation, Questionnaire and interview. The researcher also used documentation as an additional data to acquire concrete and comprehensive data.

1. Observation

According to Creswell (2012:215) the qualitative inquirer engages in a process of observing, regardless of the role. This general process is outlined in the following steps: [16]

1. Select a site to be observed that can help you best understand the central phenomenon. Obtain the required permissions needed to gain access to the site.
2. Ease into the site slowly by looking around; getting a general sense of the site; and taking limited notes, at least initially.
3. At the site, identify who or what to observe, when to observe, and how long to observe.
4. Determine, initially, your role as an observer. Select from the roles of participant or nonparticipant during your first few observations.
5. Conduct multiple observations over time to obtain the best understanding of the site and the individuals.
6. Design some means for recording notes during an observation. The data recorded during an observation are called field notes.
7. Consider what information you will record during an observation. In observing a classroom, for example, you may record activities by the teacher, the students, the interactions between the students and teacher, and the student to student conversations.
8. Record descriptive and reflective field notes. Descriptive field notes record a description of the events, activities, and people (e.g., what happened).

[16] John Wallen Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative Research 4ed* (Pearson Education, 2012), 215.

9. Make yourself known, but remain unobtrusive. During the observation, be introduced by someone if you are an "outsider" or new to the setting or people. Be passive, be friendly, and be respectful of the people and site.
10. After observing, slowly withdraw from the site. Thank the participants and inform them of the use of the data and the availability of a summary of results when you complete the study.

2. Questionnaire

Based on the theory of Creswell (2012:413) there are procedures of providing questionnaire to the students as follow:[17]

> All participants were tested in large-group fashion in their classrooms at school by one of the investigators. They were asked to complete a two-page survey, the "Student Questionnaire" designed especially for the present study. To ensure that all participants were listening to the directions and performing the task, the examiner read each question aloud, paused, and allowed time for them to mark their own answers. The survey required approximately 10 min to complete and consisted of three main questions.
> a) Question 1, which asked how students spent their free time, provided a list of activities that were thought to be of interest to middle school and high school students. As a result of investigator observations of young people and discussions with their parents, it was believed that these activi-ties might be good candidates to compete for students' time and attention. In addition to activities that are primarily solitary (e.g., reading, writing), the list contained activities that could be carried out either alone or with others (e.g., shopping, media events, sports, games). The category of "other" was also provided to allow students to write in any favorite activities that were not included in the list.
> b) Question 2 asked the students to estimate how much time they typically spent each day reading for pleasure outside of the school day, followed by a set of options (e.g., none, 5–10 min, 10–20 min).
> c) Question 3 provided a list of common reading materials (e.g., poems, novels, news-papers) and asked the students to indicate which types they enjoyed reading for pleasure. The opportunity to indicate "none of the above" and "other" (write in) was provided to compensate for anything that had been omitted from the list. Upon completion of the testing, all students were rewarded with a ballpoint pen.

[17] Ibid., 413

3. Interview

Make reference to Creswell's theory (2012:220), he said that in all of the various forms of interviewing, several general steps are involved in conducting interviews as follow:[18]

a) Identify the interviewees. Use one of the purposeful sampling strategies.
b) Determine the type of interview you will use. Choose the one that will allow you to best learn the participants' views and answer each research question.
c) During the interview, audiotape the questions and responses. This will give you an accurate record of the conversation.
d) Take brief notes during the interview. Although it is sound practice to audiotape the interview, take notes in the event the tape recorder malfunctions (e.g., short phrases followed by a dash)
e) Locate a quiet, suitable place for conducting the interview. If possible, interview at a location free from distractions.
f) Obtain consent from the interviewee to participate in the study. Obtain consent by having interviewees complete an informed consent form when you first arrive.
g) Have a plan, but be flexible. During the interview, stick with the questions, but be flexible enough to follow the conversation of the interviewee.
h) Use probes to obtain additional information. Probes are sub-questions under each question that the researcher asks to elicit more information.
i) Be courteous and professional when the interview is over. Complete the interview by thanking the participant, assuring him or her of the confidentiality of the responses, and asking if he or she would like a summary of the results of the study.

In order to support the data, the researcher use additional instrument to collect the data through documentation. Creswell (2012:223) argues that with so much variation in the types of documents, there are many procedures for collecting them. Here are several useful guidelines for collecting documents in qualitative research as follow:*

a. Identify the types of documents that can provide useful information to answer your qualitative research questions.
b. Consider both public (e.g., school board minutes) and private documents (e.g., personal diaries) as sources of information for your research.

[18] Ibid., 220

c. Once the documents are located, seek permission to use them from the appropriate individuals in charge of the materials.
d. If you ask participants to keep a journal, provide specific instructions about the procedure. These guidelines might include what topics and format to use, the length of journal entries, and the importance of writing their thoughts legibly.
e. Once you have permission to use documents, examine them for accuracy, completeness, and usefulness in answering the research questions in your study.
f. Record information from the documents. This process can take several forms, including taking notes about the documents or if possible, optically scanning them so a text (or word) file is created for each document. You can easily scan newspaper stories (e.g., on speeches by presidential candidates) to form a qualitative text database.

Furthermore, Hancock and Algozzine (2006:53), there are seven steps to gathering information from documents as follow:[19]

1) What sources (e.g., written records, reports, charts, graphs, tables) are available that can be used to provide answers to my research questions?
2) What types of answers (i.e., literal or interpretive) will be available if the documents are used?
3) How will information be selected from all that is available (i.e., universal or sampling set)?
4) How will the information be collected (e.g., exact copy and/or data collection form)?
5) How will documents be represented as answers to research questions (e.g., description, analysis, or interpretation)?
6) What ethical concerns are relevant with regard to documents that will be analyzed?
7) How will ethical concerns be addressed?

F. Technique of Data Analysis

The researcher used four kinds of technique of analyzing data according to Kothari (2004:122-127) as follow:[20]

1) Editing

[19] Dawson R. Hancock, and Bob Algozzine, *Doing Case Study Research: A Practical Guide foor BeginningResearchers* (Teacher College Press, 2006), 53.
[20] C. R. Kothari, *Research Methodology: Method and Technique* (New Age International, 2004), 122-127.

Editing of data is a process of examining the collected raw data (especially in surveys) to detect errors and omissions and to correct these when possible. As a matter of fact, editing involves a careful scrutiny of the completed questionnaires and/or schedules. Editing is done to assure that the data are accurate, consistent with other facts gathered, uniformly entered, as completed as possible and have been well arranged to facilitate coding and tabulation. With regard to points or stages at which editing should be done, one can talk of field editing and central editing. Field editing consists in the review of the reporting forms by the investigator for completing (translating or rewriting) what the latter has written in abbreviated and or in illegible form at the time of recording the respondents' responses.

2) Coding

Coding refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes. Such classes should be appropriate to the research problem under consideration. They must also possess the characteristic of exhaustiveness (i.e., there must be a class for every data item) and also that of mutual exclusively which means that a specific answer can be placed in one and only one cell in a given category set. Another rule to be observed is that of un-dimensionality by which is meant that every class is defined in terms of only one concept. Coding is necessary for efficient analysis and through it the several replies may be reduced to a small number of classes which contain the critical information required for analysis. Coding decisions should usually be taken at the designing stage of the questionnaire. This makes it possible to precede the questionnaire choices and which in turn is helpful for computer tabulation as one can straight forward key punch from the original questionnaires. But in case of hand coding some standard method may be used. One such standard method is to code in the margin with a colored pencil. The other method can be to transcribe the data from the questionnaire to a coding sheet. Whatever method is adopted, one should see that coding errors are altogether eliminated or reduced to the minimum level.

3) Classification

Most research studies result in a large volume of raw data which must be reduced into homogeneous groups if we are to get meaningful relationships. This fact necessitates classification of data which happens to be the process of arranging data in groups or classes on the basis of common characteristics. Data having a common characteristic are placed in one class and in this way the entire data get divided into a number of groups or classes.

4) Tabulation

When a mass of data has been assembled, it becomes necessary for the researcher to arrange the same in some kind of concise and logical order. This procedure is referred to as tabulation. Thus, tabulation is the process of summarizing raw data and displaying the same in compact form (i.e., in the form of statistical tables) for further analysis. In a broader sense, tabulation is an orderly arrangement of data in columns and rows. Tabulation is essential because of the following reasons:

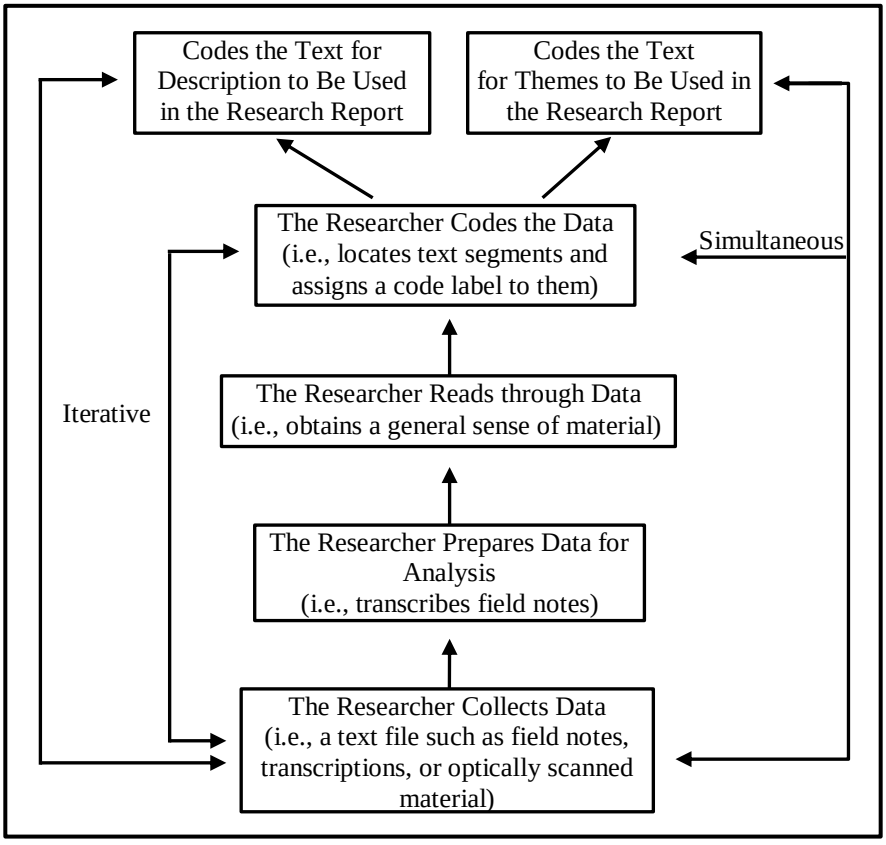
a. It conserves space and reduces explanatory and descriptive statement to a minimum.

b. It facilitates the process of comparison.
c. It facilitates the summation of items and the detection of errors and omissions.
d. It provides a basis for various statistical computations.

Furthermore, Creswell (2012:237) Divides:[21]

In this process by examining the "bottom-up" approach to analysis. As shown in the figure, qualitative researchers first collect data and then prepare it for data analysis. This analysis initially consists of developing a general sense of the data, and then coding description and themes about the central phenomenon. Let's look at some of the features of this process in more detail.

The Qualitative Process of Data Analysis



1. It is inductive in form, going from the particular or the detailed data (e.g., transcriptions or typed notes from interviews) to the general codes and themes.
2. It involves a simultaneous process of analyzing while you are also collecting data. In qualitative research, the data collection and analysis (and perhaps the report writing) are simultaneous activities.

[21] John Wallen Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative Research* (Pearson Education, 2012), 237.

3. The phases are also iterative, meaning you cycle back and forth between data collection and analysis. In qualitative research, you might collect stories from individuals and return for more information to fill in gaps in their stories as your analysis of their stories proceeds.
4. Qualitative researchers analyze their data by reading it several times and conducting an analysis each time. Each time you read your database, you develop a deeper understanding about the information supplied by your participants.
5. There is no single, accepted approach to analyzing qualitative data, although several guidelines exist for this process. It is an eclectic process.
6. Qualitative research is "interpretive" research, in which you make a personal assessment as to a description that fits the situation or themes that capture the major categories of information. The interpretation that you make of a transcript, for example, differs from the interpretation that someone else makes. This does not mean that your interpretation is better or more accurate; it simply means that you bring your own perspective to your interpretation.

In addition, the researcher identify the data with five form such as, general data, selecting data, analyzing data, verifying data, and concluding data.

1. General Data

   The researcher collect the general data from questionnaire and interview. Both questionnaire and interview are taken by principal, principal deputy for curriculum, English teacher and the eleven students of XI-IPA-2. As a general data, the researcher get many data that related with research.

2. Selecting Data

   From general data, the researcher select the data by coding. In this term, the researcher divides data into specific data. Which one is related and which one is not related. So, the researcher knows the appropriate data.

3. Analyzing Data

   After selecting the data, the researcher analyze data in order to make specific data in term of transcribe and organize from questionnaire and interview. It need to investigate the implementation of impromptu speech as a method deals with students' speaking skill.

4. Verifying Data

   After analyzing data, the researcher verify data in order to crosscheck the data, is the data true or not? It needful to know accuracy and realistic the data.

5. Concluding Data

   The final step in this research is concluding data. In this term, the researcher concludes the research finding from observation, questionnaire, interview and additional data through documentation in order to describe the phenomenon or activity after the researcher got general data, than selecting data, analyzing data and verifying data.