

CHAPTER III

RESEARCH METHOD

In this part, the writer describes about research method that will be used by the writer in conducting the study. It covers research type, research design, subject and object of the study, procedure of data collection, data validation, and data analysis procedure.

A. Research Type

The research type of this study is case study. Case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the “case”). A case study can result in data from which generalizations to theory are possible. Case studies use multiple methods, such as interviews, observation, and archives, to gather data.¹

Thus, the current case study involved an investigation of why and how an English teacher from SMAN 1 Palangka Raya used Bitstrip media online in her teaching, as well as how her students response in learning narrative text using Bitstrip media online.

The writer believed that these three methods would provide detailed information and a deep vision of the topic, since multiple methods increase the validity of the study and provide versatile results.

¹ Donald Ary, et al., *Introduction to research in educational*, Eight Edition, USA: Wadsworth, 2006, p. 29.

B. Research Design

This study was classified into qualitative research. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the writer making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.²

In this case, qualitative research means to find out, identify and describe the phenomena through the process observed in detail and clearly as reality that found at the use of Bitstrip media online in teaching narrative text and the student's response in learning narrative text using Bitstrip media online at the tenth graders of SMAN 1 Palangka Raya.

C. Subject and Object of the Study

Furthermore, according to Ary stated, subject is a person in a study.³ The other definition say "Subject is an individual who participates in research, either as a recipient of the test article or as a control, and is either a healthy human or patient".

² John W. Creswell. "Research Design: *Qualitative, quantitative, and mixed methods approaches*" Third Edition, 2007, In Chapter I "The selection of a Research Design".

³ Donald Ary, et al., *Introduction to Research in Educational*, Eight Edition, USA: Wadsworth, 2006, p. 29.

In the study, the subject is the English teacher of tenth grade students of SMAN 1 Palangka Raya. The number of the subject is 1 (one) English teacher. The teacher at tenth grade her name is Mrs. F. The number of the students whom was taught is 36 students. The object of the study was used of Bitstrip media online in teaching narrative text.

D. Procedure of Data Collection

In collecting the data in the use of Bitstrip media online in teaching narrative text the writer used observation, field note, interview, questionnaire, and document.

1. Observation

Observation is a basic method for obtaining data in qualitative research and is more than just “hanging out”. It is a more global type of observation than the systematic, structured observation used in quantitative research.⁴

Observation is start by general observation and furthermore, focused to the object of the research. It is begun to introduce what the purposes of writing.

Cohen et al. distinguish between two kinds of observation in a case study: participant observation and non-participant observation. The type of observation in the present case study is non-participant.⁵ Hence the writer as an observer took the non-participant role by sitting at the back of the classroom and watching the educational process without taking any active participation in the tasks. Consequently, the writer did not have to focus on concrete observation categories

⁴ Donald Ary, et al., *Introduction to research in educational*, Eight Edition, USA: Wadsworth, 2006, p. 431

⁵ Cohen Bertram et al., *Research Methods in Education*: Five Edition, London: Routledge Falmer, 2000.

in order to fill in a special observation scheme, or protocol, prepared in advance. She only observed the setting by complementing narrative field notes without looking for anything special, but deciding what aspect was significant for her study. However, during the lesson observation the writer paid special attention to the following aspects: the teachers' method and ways of using Bitstrip media online, the instrument of Bitstrip media online, and the students' response in learning narrative text using Bitstrip media online. The note-taking method of data collection was used instead.

2. Field Note

Field note is a brief notes during the observation but then later expands the account of the observation as field note.⁶ The data collection in observation should be helped by field note (see Appendix 2), because it contains what the writer is seen and heard while the study. The studies are natural and behavior setting, so notes during the study is important.

3. Interview

Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words.⁷

The other definition according to Denzin and Lincoln: the interview is a conversation, the art of asking questions and listening. It is not neutral tool, for the interviewer creates the reality of the interview situation. In this situation answers are given. Thus the interview produces situated understandings grounded in

⁶Donald Ary, et al., *Introduction to Research in Educational*, Eight Edition, USA: Wadsworth, 2006, p. 435.

⁷*Ibid.*

specific interactional episodes. This method is influenced by the personal characteristics of the interviewer, including race, class, ethnicity, and gender.⁸

The writer claimed that interview is to help understand the experiences people have and the meaning they make, so it helps in provide data related to this study. In the study, the English teacher from the case study school was interviewed. One taught English in the tenth-nine grade. The writer got in contact with one English teacher when writer practice teaching in school.

Some preparations had been made before the interviews with the teachers. Firstly, an interview guide was creating (see Appendix 3) and then translated into Bahasa (see Appendix 4). Secondly, the writer conducted an hour-long pilot interview with an English teacher using a sound recorder in order to test the interview guide. Besides, the use of a sound recorder, as opposed to the note-taking method, also helps the writer with the effectiveness of the communication. When the writer is busy with taking notes, she may seem to be taking little participation in what is being said which can make the respondent feel uncomfortable and frustrated by this way of being interviewed. The recording provides the writer with the opportunity to transcribe the interview word by word, to have the original data and to return to it any time for accuracy. While interviewing, the writer focused on listening to the interviewees more and speaking less by only asking the questions from the interview guide and the questions that arose during the interview. The writer aim was not to probe, dispute or judge the teachers answer about their experiences.

⁸ Imam Gunawan, *Metode Penelitian Kualitatif: Teori & Praktik*, Jakarta: Bumi Aksara, 2014, p. 161.

4. Questionnaire

In total, 36 students from tenth-nine graders were asked to answer a questionnaire. The questionnaire was originally written in English (see Appendix 7) and then translated into Bahasa (see Appendix 8) so that there was less risk of the students misunderstanding the items, thus increasing the reliability of the research. Brown cited in Dornyei, gives the following definition of questionnaires: ‘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 answer’.⁹ The students were asked to answer a Likert-type questionnaire, ticking off 15 statements on a scale from ‘strongly disagree’ to ‘strongly agree’ (‘strongly disagree’, ‘disagree’, ‘neutral’, ‘agree’, and ‘strongly agree’). Each option was given a score that shows the quality of each indicator. The score ranges from 1 to 5 as shown in the table below.

Table 3.1
The Point Range

Option	Range
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

The score that ranges from 1 to 5 is explained below:

- If the students choose Strongly Agree, the score is 5
- If the students choose Agree, the score is 4

⁹ Zoltan Dornyei, *Questionnaires in Second Language Research: Construction, Administration, and Processing*, London: Mahwah, New Jersey, 2003, p. 6.

- If the students choose Neutral, the score is 3
- If the students choose Disagree, the score is 2
- If the students choose Strongly Disagree, the score 1

The questionnaire included statements concerning the students' responses to learning with Bitstrip media online, as well as the effect of Bitstrip on development of oral, reading and writing skills. Thus, the questionnaire contained, for example, statements, such as: 'Bitstrip in narrative text provides me with topics to communicate in English with other classmates' or Bitstrip in narrative text inspires me to read books that I may have previously had little interest in order that I did not know about before.

The questionnaire as a method of data collection was chosen because of the following advantages: time and effort. Firstly, it took the students only about 20-25 minutes to answer the questionnaire, which is beneficial when collecting information from teenagers who may find the research procedure long, boring, or unnecessary to spend much time on it. Secondly, since 36 students participated in the project, it would not have been possible for the writer to interview so many of them. However, the disadvantage of questionnaire is that they give general data without extensive information on the personal feelings and opinions of the participants.

5. Documents

A document is the technique of collecting the available documentation for the program being evaluated.¹⁰ Documents is refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts.

The writer collected some document related to the subject of the study to get the completeness of the data. Some documents would be needed:

- a. Documentation of teaching learning process in the class.
- b. The students' names.
- c. Syllabus.
- d. Lesson Plan.
- e. Samples of Bitstrip.

In this study, the writer found out the needed document which could support the main data (see Appendix 11, 12, 13, and 14).

The procedures of data collection use of Bitstrip media online in teaching narrative text are explained in Table 3.2

Table 3.2
Data Collection Procedure

No	Source of Data	Instrument	Data Needed
1.	Teacher and student's in the classroom	Observation	The actual data about the use of Bitstrip media online in teaching narrative text. Such as the teachers' method, ways of using Bitstrip media online, etc.
	Teacher and student's in the classroom	Field note	Learning process in class during use Bitstrip media online in teaching narrative text, which are not mentioning in observation.

¹⁰Brian. K. Lynch, *Language Program Evaluation: Theory and practice*, USA: Cambridge University Press, 1996, p, 139.

2.	Teacher	Interview	The teacher's expression about the Bitstrip media online in teaching narrative text.
3.	Student's	Questionnaire	The student's response on the using Bitstrip media online in teaching narrative text.
4.	Teacher and student's	Documents	Collected some document related to the subject of the research to get the completeness of the data. Such as: Students' names, picture, etc.

E. Method for Verification of the Research Findings

There are four techniques to determine verification of the research findings, they are; credibility, dependability, Transferability, conformability.

1. Credibility

In test of data credibility or internal validity, the data must be admitted and received the truth by information source from information of the study effort in order that the truth of the result of the study believed: it is supported by some ways, as follow:¹¹

a) Triangulation

The triangulation used in this research is the technique triangulation. It is examining the data credibility. It could be done by observation, interview, and documentation.

¹¹Andrew K. Shenton, *Strategies for Ensuring Trust worthiness in Qualitative Research Projects*, UK: Newcastle upon Tyne, 2004, p. 2.

Triangulation is important in action research. Using multiple sources of data and avoiding reliance on a single source enhances corroboration of the findings. Triangulation may incorporate two or more sources of information.¹²

Triangulation used to check the truth of data by exploit something out of the data for checking necessary or as standard or compression of using Bitstrip media online in teaching narrative text at SMAN 1 Palangka Raya by comparing the result of the observation, interview, and documentation.

b) Member check

Member check is the process of recheck the data that is gotten by the writer to the informant. The objective of member check will make information that is gotten and used Bitstrip media online in teaching narrative of the study to be suitable with means by the subject of the study as to recheck in order to get similarity of perception.

2. Dependability

Dependability is done by auditing all of research process to prove the data is reliable. So, the writer focused on the problems, went to the field, determines the source of data, data analysis, examined the data validation and make conclusion of data.

3. Transferability

Transferability relates to question, how far the result of the study can be applied by the other people in order context. It meant the writer gave details description about the result of the study that was done, that someone read the

¹²Donald Ary, et al., *Introduction to research in educational*, Eight Edition, USA: Wadsworth, 2006, p. 525.

result of back or not the study in the next time. So, the writer must make a report that explain clearly about narrative text using Bitstrip media online to the speakers can be easy understand the result of study.

4. Conformability

The conformability is researched by asking the advisor or an expert to check the process of the study that is correlated by process that is done. It means, result and process must be equal.

All in all, to determine the data validation of the data in qualitative approach, data was admitted and received, the result of the study could be applied by the other people in other context, the study could be replicated by others and should be audited toward all of the study process, and finally, the result must come from the process of the study without any manipulation.

E. Data Analysis Procedures

Data analysis is the array of processes and procedures whereby a writer provides explanations, understanding and interpretations of the phenomenon under study on the basis of meaningful and symbolic content of qualitative data.

Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field note, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.¹³ Data analysis

¹³ Donald Ary, et al., *Introduction to research in educational*, Eight Edition, USA: Wadsworth, 2006, p, 481.

involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important.

There are four procedures of analyze the data; they are as follows:

1. Data Collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. The data collection component of research is common to all fields of study including physical and social sciences, humanities, business, etc. While methods vary by discipline, the emphasis on ensuring accurate and honest collection remains the same.¹⁴

2. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

3. Data Display

Data display provides “an organized, compressed assembly of information that permits conclusion drawing...” A display can be an extended piece of text or a diagram; chart or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data display, permits the writer to extrapolate from the data enough to begin to identify systematic patterns and interrelationships.

¹⁴*Responsible Conduct in Data Management*, Retrieved 18 March 2015 time 23.10 P.M., from http://ori.hhs.gov/education/products/n_illinois_u/dfront.html.

4. Conclusion

After all the data were found, it is concluded by the writer. Then the data verify by checking back all the data collection, data reduction, and data display while after collecting the data.

So in this case the writer can conclude the data about the use of Bitstrip media online in teaching narrative text. On the whole to analyze the data, the writer found and collected the data in field. The design of research methodology used in this study is presented by the table below:

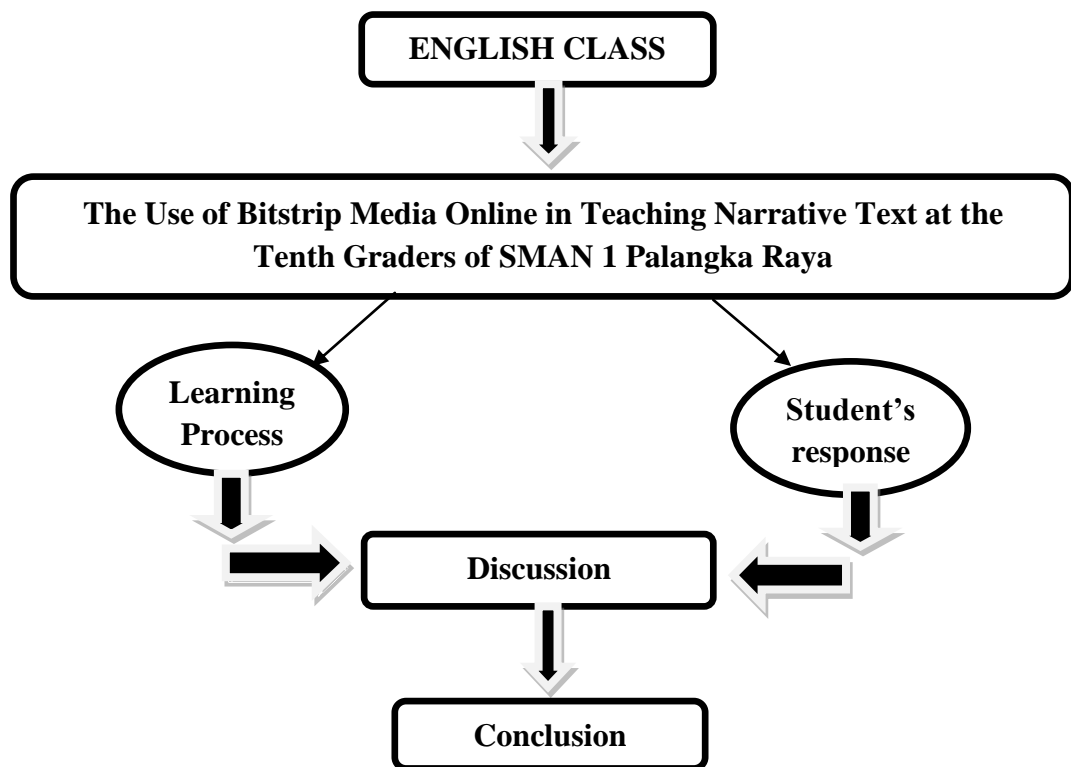


Table 3.3 Design of Research Methodology