

CHAPTER III

RESEARCH METHOD

This chapter presents discussion about; a) research design, b) research site, c) role of the researcher in the study d) data collection procedure, e) data analysis technique,

A. Research Design

This research was classified into qualitative research. Ary stated that Qualitative research is examine a phenomenon as it is, in rich detail, flexible, evolves during study, uses small samples, and may generate theory.¹ Woods state qualitative research is concerned with life as it is lived, things as they happen, situations as they are constructed in the day-to-day, moment-to-moment course of events. Qualitative researchers seek lived experiences in real situations. In general, they try not to disturb the scene and to be unobtrusive in their methods. This is in an attempt to ensure that data and analysis will closely reflect what is happening.²

Given states the nature of inquiry concerning the use of qualitative research methods continues to evolve over time; for example, from positive to critical theory research paradigms. However, the role of qualitative methods comes in the wider discussion of where methods reside within the

¹Donald Ary, Lucy Cheser jacobson, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Canada: Wadsworth, 2010, p. 29.

²Peter Woods, *Successful Writing for Qualitative Researchers*, London: Routledge, 1999, p. 2.

educational research process. Methods are used to collect data that have been shaped by literature reviews that ultimately address a research problem.³

In this research, the writer used descriptive qualitative research. Ary stated descriptive qualitative research is the research that asks questions about the nature, incidence, or distribution of variables. It involves describing but not manipulating variables.⁴

Based on the statement above, the writer concluded that qualitative is a natural approach in conducting the research such as real setting. Therefore, there is no manipulation in the field setting. The writer used descriptive qualitative because the writer wanted to describe a phenomenon of learning writing recount text by using picture series. It could be used to better understand any phenomenon about which little is yet known. It could also be used to gain new perspectives on things about which much is already known.

B. Role of the Researcher in The Study

In this case, the subject of the study was the students using Picture Series in teaching writing recount text at Tenth Graders of Muslimal NUPalangka Raya. The object of the study is the implementation of picture series writing in teaching writing at Tenth Graders of Muslimal NUPalangka Raya.

The technique of taking subject by using purposive sampling. Purposive sampling is virtually synonymous with qualitative research.

³Lisa M. Given, *The SAGE*, p. 240.

⁴Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Canada: Wadsworth, 2010, p. 640.

However, because there are many objectives that qualitative researchers might have, the list of “purposive” strategy that you might follow is virtually endless, and any given list will reflect only the range of situations the author of that list has considered.⁵

In this study, the writer as a passive participant. It means the writer only watched the scene of action but did not interact or participate. So, the writer only came to the class, look, and listen what they did.

C. Research Site

The study was conducted in academic 2015/2016. The writer started the research from 2015 until found the complete data from the English teacher and students at MA Muslimat NU Palangka Raya. It means the writer searched more and more to get all the data accurately and briefly. The data got from the real condition when the English teacher and students use Picture Series in writing Teaching Recount text.

The place of the study was at MA Muslimat NU Palangka Raya on Pilau/Jatistreet number 41. of Palangka Raya. Based on the writer observation, the writer got some documentations of the school such as the number of students and Syllabus. Based on documentation of school, MA Muslimat NU Palangka Raya is one of Islamic Senior High School in Palangka Raya which was built in 2006. MA Muslimat NU Palangka Raya is an Islamic school which implements and integrates general lessons with another skills and also

⁵Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*. Sage: Thousand Oaks, CA, Vol.2, 2008, p.697-698.

Islamic Values. One of the activities that have Islamic religion values is the students pray Dhuha and Zhuhur at School. This school also got “A” accreditation criteria in academic.

D. Source of The Data

In this study, the writer took the data from the English teacher at the tenth graders of MA Muslimat NU Palangka Raya. The name of the teacher Desi, ArisantiS.Pd.i to support the validity of data, the writer also took the data from the tenth grades student of MA Muslimat NU Palangka Raya and total of the students are 38.

E. Data Collection Procedure

One of the main duties in this study was to collect the data to answer the problems of the study above. The data was collected in natural setting without any manipulation of the setting. Data collecting techniques used in this study were: observation, interview, Questionnaires, documentation, and field notes.

1. Observation

Observation is one of the oldest and most fundamental research method approaches. It involves collecting impressions of the world using all of one's senses, especially looking and listening, in a systematic and purposeful way to learn about a phenomenon of interest.⁶

The observation checklist is a strategy to monitor specific skills, behaviors, or dispositions of individual students or all of the students in

⁶Lisa M. Given, *The SAGE*, p. 573.

the class. It is also a record-keeping device for teachers to use to keep track of who has mastered the targeted skills and who still needs help. Effective checklists include students' names, space for four to five targeted areas, a code or rating to determine to what degree the student has or has not demonstrated the skill (+ = frequently; / = sometimes; O = not yet!), and a space for comments or anecdotal notes. Some teachers find it useful to date the occurrences so they can see developmental growth or use the checklists for both student and parent conferences.⁷

The purposes of observation are to collect the data that the writer needed, to get specific and accurate data, to know the situation in the field directly, and to describe what the writer looked, and listened what they did in implementing of Picture series in teaching writing recount text.

The writer directly did observation in the field where the place taken. It was to observe the class condition in teaching writing of using picture series in writing recount text. By the implementation, the strengths, the weaknesses and the students' response writing recount text by using picture series in teaching writing. The writer observed the data by coming to research location, looked to MA Muslimat NU Palangka Raya and writes the facts about the implementation of teaching writing recount text by using picture series at the tenth graders of MA Muslimat NU Palangka Raya.

⁷Kay Burke, *How to Assess Authentic Learning*, England: Skylight Publishing. Inc, 2003, p. 106.

Observation was started by general observation and furthermore, focused to the object of the study. The writer used passive participation. It means the writer only watched the scene of action but did not interact or participate. So, the writer generally came to the class, looked, and listened what they did.

The observation checklist purpose to get specific data which covered the case, they were:

- a) The process of teaching writing recount text by using picture series at the tenth Gradears of MA Muslimat NU Palangka Raya will as the object of the study.
- b) To describe the activities of the implementation of teaching writing recount text by using picture series.

Table 3.1
List of Observation

Observation	Time
1 st	Monday, August 24, 2015
2 nd	Monday, August 31, 2015
3 rd	Monday, September07, 2015

2. Interview

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important centesimo operatives that you make a good showing.

There are two key elements that were helpful:

- a) Bring the right people.
- b) Provide a good presentation.⁸

Interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including: individual, face-to-face interviews, and face-to-face group interviewing. The asking and answering of questions can be mediated by the telephone or other electronic devices. Interviews include both individual interviews or group interviews.⁹

This technique was done by using interview guideline to get the data more deeply and to focus on the problem of the study. The interview covered such as:

- a) the implementation of teaching writing recount text by using picture series at the tenth grade MA Muslimat NU Palangka Raya.
- b) The students' response of in the implementation of teaching writing recount text by using picture series at the tenth grade MA Muslimat NU Palangka Raya..

3. Questionnaire

Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are

⁸Tom Harris, *Collaborative Research and Development Projects A Practical Guide*, New York: Springer, 2007, p.32.

⁹Sari Wahyuni, *Qualitative*, p. 26.

to react either by writing out their answers or selecting from among existing answers.¹⁰

The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required was be a fraction of what would have been needed for, say, interviewing the same number of people. Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software. These cost-benefit considerations are very important, particularly for all those who are doing research in addition to having a full-time job. The writer gave the questions or statements to which the students to react either by writing out their answers or selecting from among existing answers. This technique covered for the students' response of in the implementation of teaching writing recount text by using picture series at the tenth grade ears MA Muslimat NU Palangka Raya.

4. Documentation

Through documentation technique, the writer tried to get the data related to the study. Documentation is the technique of collecting the available documentation for the program being evaluated.¹¹

¹⁰Zoltan Dornyei, *Questionnaires in Second Language Research Construction, Administration, and Processing*, London: Lawrence Erlbaum Associates, Inc., Publishers, 2003, p. 5.

This technique enabled writer to obtain information from a variety source written or an existing document on the respondent or the place where the respondent resides or perform their daily activities.

The writer looked for the documentation when the writer needed some documents to support the data, such as syllabus, lesson plan, the list name of the students or the others. The writer asked to the teacher directly and to get the pictures of research, the writer took picture when did the observation and interview. This technique of collecting data was done by seeing the documentation in order to get the information related to this study.

The documentation consists of:

- a) Photograph of the implementation of teaching writing recount text by using picture series in the classroom.
- b) Syllabus
- c) Lesson plan
- d) The students' presence list

5. Field Notes

To extend the discussion concerning ethnographic writing would be profitable but is not possible within the confines of this paper. Rather the focus here is on the stage before the writing of Ethnography that is field notes.¹²

¹¹*Ibid.*, 8

¹²Anne Mulhall, 'Methodological Issues In Nursing Research

Van Maanen, Sanjek, and Emerson write the lack of historical interest in field notes is surprising considering their central place in observational studies in general and ethnographies in particular. More recently, however, a number of authors have addressed the issue of field notes, their form, meaning, use and construction.¹³

Before exploring the issues raised by these authors it is pertinent to consider what is meant by the 'field'. For the way in which different researchers conceptualize the field will influence their assumptions and practices within it. Realists consider that the field represents a natural entity, out there, which needs to be objectively described by the observer, who acts as an impersonal channel through which information is conveyed to the reader.¹⁴ The value of making field notes at all has already been discussed. This final section was considered when, where and how field notes may be made. But first it is worth making the observation that the nature of participant observation and the difficulties in writing conspire to ensure that field notes are messy, loose texts that make no claim to be final or fixed versions.¹⁵ This technique aims to write something or event that related to the research and there was not in the observation checklist. So it could be written in field notes. The writer used field when did the observation. When the writer did the observation and found something or event that related to the research and there was in observation checklist, so it could be write in field notes.

In The Field: Notes On Observation In Qualitative Research', *An Journal of Advanced Nursing*, October 2002, Volume 41, Number 3, p. 310.

¹³*Ibid.*

¹⁴*Ibid.*, p. 310.

¹⁵*Ibid.*, p. 311.

F. Data Analysis Technique

Levine, Wolfe, and Huberman and Miles in Berg, all argue that data management and data analysis are integrally related. There are, infect, no rigid boundaries between them. The main concerns are as follows:

1. A system that ensures high-quality accessibility to the data.
2. Documentation of any analysis that is carried out; and
3. Retention and protection of data and related analysis of documents after the study has been completed.¹⁶

In this based on Berg, the writer uses some steps to analyze the data. They are:

1. Collecting data

In this case all of the data that had been collected and gotten in the field were understood. Furthermore, it was made in written form in order it will easy to be understood and analyzed. Furthermore, the data which collected related to the implementation of teaching writing recount text by using picture series at the tenth graders MA Muslimat NU Palangka Raya.

2. Data Reduction

In qualitative research, data reduction does not necessarily refer to quantifying nominal data. Qualitative data needs to be reduced and transformed in order to make it more readily accessible, understandable, and to draw out various themes and patterns. Data reduction acknowledges the voluminous nature of qualitative data in

¹⁶Bruce L. Berg, *Qualitative*, p. 33.

the raw. It directs attention to the need for focusing, simplifying, and transforming raw data into a more manageable form. Frequently, data reduction occurs throughout the research project's life.¹⁷ The writer selected all the data gotten in the field and chose the data relevant to the study. Then, the writer focused on that data that indicate toward the answer of the problem of study.

3. Data Display

The notion of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn. Displays may involve tables of data; tally sheets of themes; summaries or proportions of various statements, phrases, or terms; and similarly *reduced* and *transformed* groupings of data.¹⁸ The writer gave the simple explanation in data display that had been analyzed. By doing this procedure it could help the writer to understand what was happening and to conclude the data gotten.

4. Conclusions and Verification

Throughout the research process the investigator has been making various informed evaluations and decisions about the study and the data. Sometimes these have been made on the basis of material found in existing literature (as the researcher spirals back and forth to

¹⁷*Ibid.*, p. 33

¹⁸*Ibid.*, 34.

the literature). Sometimes these evaluations and decisions have arisen as a result of data as they are collected (based on observations in the field, statements made during interviews, observations of patterns in various documents, etc.).¹⁹ All the data had been processed by the writer were concluded. Afterwards, the conclusion was verified by looking back of the data reduction, and data display after collecting the data. Thus, the conclusion that will be taken did not deviate from the problem of the study

G. Method for Verification of the Research Findings

There were four techniques to determine verification of the research findings, they were; credibility, transferability, dependability, and conformability

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility is one of most important factors in establishing trustworthiness.²⁰ The writer convinced to the reader that all the data that participants have given to the writer and displayed to the readers. 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:

¹⁹*Ibid.*

²⁰Andrew K. Shenton, *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*, UK: Newcastle upon Tyne, 2004, p. 2.

a) Triangulation

Triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research. Whilst focus groups and individual interviews suffer from some common methodological shortcomings since both are interviews of a kind, their distinct characteristics also result in individual strengths.²¹ Triangulation used to check the truth of data by exploit something out of the data for checking necessary or as standard or compression of the implementation of teaching recount text by using pictures series at the tenth grades student of MA Muslimat NU Palangka Raya by comparing the results of the observation, interview, and documentation.

b) Member Check

Checks relating to the accuracy of the data may take place “on the spot” in the course, and at the end, of the data collection dialogues. Member checking ask the subject of the study to recheck in order to get similarity of perception.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It is used to make the finding of reseach can be applied, the writer must

²¹*Ibid.*

report the result of the study detail, clear and reliable.²² Here the writer report the result of the study entitled the implementation of teaching recount text by using pictures series at the tenth grades student of MA Muslimat NU Palangka Raya, as detail, clear and reliable as possible. So, the information can be use for others.

3. Dependability

Dependability refers to making sure the process of analysis is explicit, traceable and the same for all steps.²³ The writer did the process of analysis of this research explicitly, traceable and the same steps from collecting, reducing, displaying, and verification the data. So, it gave to others the information as clear as possible from this research.

4. Comformability

Comformability means that all interpretation and outcomes of analyses can be traced back to the original sources.²⁴ The writer convinced the readers that the interpretation and analyses all the data of this research can be traced back to the original sources.

²²Donal Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, Eighth Edition, Belmont: Wadsworth Cengage Learning, 2010, p. 498.

²³Raquel Alexandra De Moura Lohner Arouca "A Qualitative Study of Returning Study Abroad Students: The Critical Role of Reentry Support Programs", *Unpublihed Dissertation*, Montana: The University of Montana, 2013, p. 70.

²⁴*Ibid.*