

CHAPTER III

RESEARCH METHOD

This chapter deals with research type, research design, subject of the study, role of the researcher, research site, source of data, the data collection procedures, data validation, and data analysis.

A. Research Type

The type of this study was Qualitative Descriptive Study. Qualitative descriptive study also called basic interpretive and descriptive studies by some experts, provided rich descriptive accounts targeted to understanding to a phenomenon, a process, or a particular point of view from the perspective of those involved. The central purpose of these studies was to understand the world or the experience of another.¹

B. Research Design

The design of the study was Qualitative Descriptive Design, as has mentioned above. Approach is theoretically well-formed positions and belief about the nature of language, the nature of language learning, and the applicability of both to the pedagogical settings.²The approach on this study was tend to describe the process of instructional procedure in teaching writing especially on short functional text applied by the teacher, and find out the problem in implementation of the method. The teacher's strategy in overcoming the problem in implementing the method will be described.

English taught in MTsN 2 of Palangkaraya refers to the school curriculum and the teacher has an authority to design how the implementation of the subject. The teacher strategy, method, even technique will influence the curriculum implementation and

¹ Donald Ary, Lucy Chaesar, Chris Sorensen, and Ashgar Razavieh, *Introduction to Research in Education*, Eighth Edition, Wadsworth:Cengage Learning, 2010, p.453.

² H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition, New York:Longman, 2001, p.16

expectation. Especially, in teaching descriptive text of the teacher knowledge, ability, and skill are needed.

C. Subject of the Study

Dealing with the subject of this study, the writer used purposive sampling. In this case, Sugiyono states that *“Sample aim is the source of data sampling techniques with particular consideration”*.³ In this study, the teacher was qualified as the subject of the study was as follows:

- a. The English teacher who taught in the eighth grade students of MTsN 2 of Palangka Raya could be responsive subject related in the research process.
- b. The English teacher could be representative that could give the real information of the implementation of the Communicative Language Teaching in teaching descriptive text in the eighth grade students of MTsN 2 of Palangka Raya.

Based on the criteria of the subject above, only one English teacher became the one of the subject in this study. It was enough to collect the data accurately because the seniority enough competence. In addition, the object of this study was the implementation of the Communicative Language Teaching in teaching descriptive text and the problem faced by English teacher in implementing the Communicative Language Teaching in teaching descriptive text.

D. Role of the Researcher

The characteristic of qualitative study is to involve the observer into the study along the study is being conducted, in other word, the human is the instrument. Marshal and Rossman in Ary et.al provide advice to consider related to the researcher's role in a study. First is the amount of “participantness” or level of involvement of the researcher

³Sugiyono, *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, dan R&D*, Bandung, Alfabeta, 2007, p. 300.

in the setting, from complete participant to complete observer.⁴The researcher role in this research is Participant as Observer. Participant as Observer stance, the observer actively participates and becomes insider in the event being observed so that he or she experiences events in the same ways as the participants. The researcher's role is known to the people being observed.⁵

Hence, role of the researcher during the study in collecting the data is participation observation in depth interview and intending to maximize the role to gain complete data.

E. Research Site

The site of the study was in MTsN 2 of Palangkaraya located at Cilikriwut Street Palangkaraya.

The site was chosen based on the some reasonable phenomenon. The first, no research was conducted in scope the development of English instructional Process, so it is very important to conduct a research, especially educational research in way which people acquire dependable and useful information about the educative process.⁶ Second, the school itself gets benefit from its involvement during the research in form information in educational science.

F. Source of Data

The data were taken from observation to the class, documentation and interview from the teacher in teaching descriptive text in the eight grade students of MTsN 2 of Palangkaraya.

The techniques of collecting data used by the writer in this study were observation, interview, and documentation.

⁴ Ibid, p.432.

⁵ Ibid, p.433.

⁶ Donald Ary, Lucy Chaesar, Chris Sorensen, and Ashgar Razavieh, *Introduction to Research in Education*, Ibid, p.19.

a. Observation

Margono states that observation as observation and recording systematically to the indication which appear in object of the study. ⁷ Hadi in Sugiyono says that observation is a complex process, is a process which is arranged from several biologists and psychologist process. The important thing is observation process and also memorization.⁸

Related to the observation, the writer used observer as participant. It means the writer as the observer of the activities in teaching descriptive text using the Communicative Language Teaching which done by the subject of the study. In this case, observation was used as main data.

In the eighth grade of MTsN 2 of Palangka Raya, the allocation time of English lesson for the class meeting were two times in a week. It is about 80 minutes. The writer's schedule in doing classroom observation as follows:

Table 1
The schedule of classroom observation

No.	Date	Activity	Place and Time
1.	16 rd November 2013	First Observation	VIII-B class/ 12.00-13.05
2.	27 th November 2013	Second Observation	VIII-B class/ 12.00-13.05

Based on the table above, it can be known that to obtain the data related to the research, the writer did the observation twice in class VIII-A of MTsN 2 of Palangka Raya. The first observation was done on Tuesday 16rd November 2013 at 12.00-13.05, and the second observation was done on Thursday 27th November 2013 at 12.00-13.05.

⁷*Ibid.*, p.158.

⁸Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2007, p.203.

b. Interview

Guba and Lincoln in Hadeli state that interview probably can be said that it is a tool of the oldest information sharing and it is used by human from whole era.⁹ Margono states that interview is an information collector which uses some questions orally in order it can be answered orally too.¹⁰

In this study, the interview was done to Miss RDN as the English teacher of the Eighth grade students of MTsN 2 of Palangka Raya. In collecting the data, the writer used unstructured interview. In this case, the question-answer was done face to face to the subject. Related to the interview, the writer conducted the guideline of interview which focused to the problems of the study. Furthermore, interview was used to complete and support the main data that taken from the observation. Here, the writer investigated deeply those things included:

- 1) The background of English Teacher of MTsN 2 of Palangka Raya
- 2) The goal of English lesson
- 3) The implementation of the Communicative Language Teaching in teaching Descriptive Text
- 4) Problematical implementation of Communicative Language Teaching in teaching Descriptive Text faced by English teacher in teaching English.

c. Documentation

This technique of collecting data was done by looking the documentation needed to get the real information that related to the study. The documentations were as follows:

- 1) Curriculum of MTsN 2 of Palangka Raya.
- 2) Lesson Plan in Teaching English.

⁹ Hadeli, *Metode Penelitian Pendidikan*, Ciputat: Ciputat Press, 2006, p.82.

¹⁰ Margono, *Metodologi Penelitian Pendidikan*, Jakarta: Rineka Cipta, 1996, p.165.

- 3) Video recording of the English classroom activity which was taught by using the Communicative Language teaching in teaching descriptive text.

In this study, the writer found out the needed document which could support the main data.

G. The Data Collection Procedures

To answer the problem of study, the researcher uses some techniques based on the design of the study:

1. The researcher observed to the school and interviewed to the English teacher of the eighth grade students in MTsN 2 of Palangkaraya. The observation was aimed at getting information about teaching process and using Observation Checklist.
2. The researcher conducted interview to the english teacher to get the data about the preparation/readiness in teaching Communicative Language Teaching in teaching Descriptive Text. The interview covered the teacher's readiness, the implementation of teaching Communicative Languag teaching, the media used on teaching communicative language teaching in teaching descriptive text, and the evaluation on students' writing.
3. The researcher observed the class in order to know how the English teacher implement the procedures of teaching communicative language teaching include Pre-teaching, Whilst teaching and Post Teaching especially in teaching descriptive text.
4. The researcher interviewed and observed the English teacher what media used in teaching communicative language teaching in teaching descriptive text, and the reason why he uses the media.
5. The researcher interviewed and observed the English teacher how did he evaluate the instructional process include the students communicative language teaching

performance. The interviews covered the approaching of Assessment used by the teacher on communicative language teaching in teaching descriptive text, and the follow up after the instructional process.

6. The researcher analyzed the data obtained using some techniques such as Data collection, Data reduction, Data display, and Conclusion drawing/verification.
7. To guarantee the validity of data obtained, the researcher checked the data using Triangulation and Member check technique.
8. The researcher discussed and concluded the result of data analysis.
9. The researcher also took picture while the instructional process, and observation in order to complete and support the data collection and data validation.

H. Data Validation

The data validation used to guarantee all of the data was observed and investigated by the writer were relevant with the purpose of the research. It also added by other experts. Based on Sugiyono opinion states that the data validation test in Qualitative research has certain characteristics such as Credibility(internal validity), Transferability (eksternal validity), Dependability(reliability), and Confirmability (objectivity) .¹¹

1. Credibility Test

Credibility test on research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context.¹² The techniques of Credibility Test used by researcher as follows:

¹¹ Sugiyono, *Memahami Penelitian Kualitatif*, Sixth Edition, Bandung: Alfabeta, 2010, p.121.

¹² Donald Ary,et.al.op.cit.,p.498.

a) **Triangulation**

For credibility test, the writer used Triangulation. “*Triangulation in testing is defined as checking the credibility of the data from different sources way and time. So that’s way, tringulation consist of tringulation source, tringulation of data techniques and time*”.¹³ In this study the writer chose triangulation of technique of collecting data. Here, the process was done with checking the data through some source with using different technique of collecting data. Here, the data that gotten from classroom observation was rechecked with the data that gotten from interview to the English teacher and the lesson plan. in the study Triangulation was used by the researcher to evaluate the whole data gained from the data collection that produce multiple kinds of data.

b) **Member check**

Based on Moleong statement that Member check is effort of the researcher tempt to involve the subject by interviewing in order to check between researcher’s interpretation and subject’s paradigm”.¹⁴

In the study, the researcher used Membercheck in order to get the similar interpretation and the subject involved based on the objective of the study related to the study result.

c) **Peer Debriefing**

Based on the statement of Moleong, defines peer debriefing is to discuss the data and subject that have been gained from others”.¹⁵

The researcher involved the other people to discuss the study result with the advisors, and the subject of the study.

¹³ *Ibid.*

¹⁴ Lexy, J. Moelong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004, p.175-183

¹⁵ Lexy, J. Moelong, *op.cit.*

2. Transferability Test

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. To make the finding of research can be applied, researcher must report the result in high level of detail, clear, systematically, and reliable (Descriptive Adequacy).

3. Dependability Test

Whole research process should be view in order to guarantee the dependability degree of the research. Hence, the researcher provided the trail audit in documentation form during the research begins till the end of research.

4. Confirmability Test

Confirmability, is called objectivity of research. Here, the test was done by testing the result of study of the implementation and the problems faced by teacher in implementing the Communicative Language Teaching by connecting to the process done.

I. Data Analysis

The technique of data analysis was aimed to answer the questions that had been formulated above. The writer analyzed the collecting data by using descriptive interpretative to explain the fact as real as it was going on. The process of analysis based on Miles and Hubberman in Sugiyono as follows:¹⁶

a. Data collections,

In this case all of the data that had been collected and gotten in the field were understood. Furthermore, it was soon made in written form in order it was easy to be understood and analyzed. Furthermore, the data which collected related to the

¹⁶Sugiyono, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, p.337-345.

implementation and the problems faced by teacher in implementing the Communicative Language Teaching in descriptive text of the eighth grade students of MTsN 2 of Palangka Raya.

b. Data reduction

All of the data that collected from the field was processed between true relevant and irrelevant to the problems. In this case, the writer took the real data in the field, and then chose the data that was relevant to the study, focused on the data that could solve or answer the problems of the study.

c. Data display

The result of the data reduction was displayed in report systematically in the form of narrative and in table. In this study, the writer displayed the data in chapter III.

d. Conclusion drawing/ verification

The writer made conclusion to answer the formulation of the problems. So, the conclusion did not deviate from the problems of the study. Furthermore, Conclusion drawing was done to know the description about the result of the study done in the field.