

## **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.<sup>1</sup>

#### **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.<sup>2</sup>The approach on this study was tend to describe the process of instructional procedure in teaching writing

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

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

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 MAN 1 Laung Tuhup 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 expectation. Especially, in teaching writing of short functional text the teacher knowledge, ability, and skill are needed.

### **C. Subject of the Study**

The subject of the study was English teacher of the eleventh grade students of Madrasah Aliyah Negeri 1 Laung Tuhup. The numbers of the subject was 1 (one) english teacher. The first reason in deciding the teacher as the subject of study was taken from Lincoln and Guba (1985) that stated the concept of Human as Instrument. It means the emphasizing unique role of researcher play on the study and due to qualitative research studies human experiences and situations, researcher needs an instrument flexible enough to capture the complexity of the human experience.<sup>3</sup> The Teacher teaches at eleventh grade, his name is Mr. R. The numbers of the students whom were taught are 51 (fifty one) students.

The second reason, the subject was subject was classified as Stratified Purposeful Sampling because in this research researcher was tend to describe the instructional process (teaching process) used involves the problem faced

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<sup>3</sup> Donald Ary, Lucy Chaesar, Tomas Sorensen, and Ashgar Razavieh, op.cit.p.424.

and the teacher strategy to overcome it. Stratified Purposeful Sampling attempts to ensure that subgroup are represented so that comparisons can be facilitated. For example, in a study of teaching practices, experienced and inexperienced teachers would be included for observation.<sup>4</sup>

#### **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 in the setting, from complete participant to complete observer.<sup>5</sup>The 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.<sup>6</sup>

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.

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<sup>4</sup> Donald Ary,et.al, op.cit, p.430.

<sup>5</sup> Ibid, p.432.

<sup>6</sup> Ibid, p.433.

### **E. Research Site**

The site of the study was in Madrasah Aliyah Negeri 1 Laung Tuhup located at Ali Satri street no.1 Muara Laung, Laung Tuhup Sub district, Murung Raya Regency.

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.<sup>7</sup> Second, the school itself get 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 as the teaching writing method of short functional text, field note, and interview from the teacher. Data sources are collected from syllabus and lesson plan of the teacher in teaching writing of short functional text in eleventh grade students MAN 1 Laung Tuhup.

In collecting the data, the writer used three techniques, that are: observation, interview, documentation, and field note.

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<sup>7</sup> Donald Ary, Lucy Chaesar, Chris Sorensen, and Ashgar Razavieh, *Introduction to Research in Education*, Ibid, p.19.

## **1. Observation**

Observation is a basic method for obtaining data in qualitative research and it is more than just hanging out. It is a more global type of observation than the systematic, structured observation used in qualitative research. The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors.<sup>8</sup>

In the study, the researcher observed the school to collect the curriculum of English taught on eleventh grade students of MAN 1 Laung Tuhup in Short Functional Text material such as Brochure, Tips, and Advertisement. The observation conducted for six times in two classes. It started on August, 19<sup>th</sup> 2013 until August, 31<sup>st</sup> 2013. The researcher observed to the class, especially the teaching learning process of short functional text during the study. Observation Checklist was used on this study for both observing the teaching learning process and knowing the language teaching quality. The further detail about the Observation Checklist could be seen on appendix 4, 6, 8, and 9 .

## **2. Interview**

Data taken from observation is not enough to support the finding of researcher. Hence, interview may provide information that cannot be obtained through observation.

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<sup>8</sup> Donald Ary, et.al, op.cit, p.431.

The interview is one of the most widely used and basic method for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feeling about situations in their own word. They are used to help understand the experiences people have and the meaning they make of them rather than to test hypothesis. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observation.<sup>9</sup>

Interview chosen on this study of course has a big contribution in data collection while the study is being conducted. Based on statement of Ary et.all above 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 researcher interviewed the english teacher related the readiness in teaching english of Short Functional text, the instructional process procedures, media used during the learning process, and the evaluation on students writing. Strategy used on this study consist of 5W+1H, Open Ended interview, and Structured Interview (the form is attached). The interview was held on September, 3<sup>rd</sup> 2013 at 16:03 pm until 17:00 pm in the teacher housing complex. In order to maximize the data during the interview, the usage of Audio Recorder Transcript also used by the researcher. It could be seen on the appendix 3 and 7.

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<sup>9</sup> Ibid, p.438.

### 3. Documentation

Documentation in this study as the third technique to support the data. Documentation was applied to get the needed information at Eleventh year students of MAN 1 Laung Tuhup Muara Laung, such as the number of students, classes, and the students' name list. All those data is collected from the documents available at MAN 1 Laung Tuhup Muara Laung.

Based on Daymone and Holloway say that Documentation is that data consisted in speech and pictured recorded. Document can be available in script, activity report, sound, pictures, and digital data".<sup>10</sup>

Moreover, documentation supply an understanding phenomenon under study. Ary et.al. state that Qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refer to a wide range of written, physical, and visual material, including what other authors may term artifacts. Document may be personal.<sup>11</sup>

As addition documentation also provide the other information that cannot be gained by both observation and interview, especially in picture, visual information, video, and so on during the study was conducted. This refers to the two statements above as the foundation. The documentation result could be seen on Appendix 10.

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<sup>10</sup> Christine Daymone and Immy Holloway, *Metode-Metode Riset Kualitatif dalam Public Relation dan Marketing Communication*, translated by Cahya Wiratama, Yogyakarta :Bentang, 2008. p. 344.

<sup>11</sup> Donald Ary,et.al, op.cit, , p. 438.

#### 4. Field Note

Field note is a brief notes during the observation but then later expands the account of the observation as field note.<sup>12</sup> The data collection in observation should be helped by field note, because it contains what the researcher has seen and heard while the study. The studies are natural and behavior setting, so notes during the study is important.

Ary et.al state that Field note have two components: (1) the *descriptive* part, which includes a complete description of the setting, the people and their reactions and interpersonal relationships, and accounts of events (who, when, and what was done); and (2) the *reflective* part, which includes the observer's personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issues, and speculations about data analysis.<sup>13</sup>

To distinguish between the descriptive information and the researcher reflection, on this study the researcher reflections are identified as Observer Comments (Ocs). On the study Field note used to record entire phenomena occurred during the study of teaching writing of short functional text. It was used for six times from August, 19<sup>th</sup> 2013 until August, 31<sup>st</sup> 2013 on eleventh grade students of MAN 1 Laung Tuhup both Social and Science Program class. Every observation was done and the field note as well. The field note guideline and result could be seen on appendix 12 until 17.

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<sup>12</sup> Donald Ary et.al, p.435.

<sup>13</sup> Ibid, p. 435.



## **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 eleventh grade students in MAN 1 Laung Tuhup Muara Laung. 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 writing of Short Functional Text. The interview covered the teacher's readiness, the implementation of teaching writing, the media used on teaching writing of short functional 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 writing include Pre-teaching, Whilst teaching and Post Teaching especially in teaching writing of short functional text.
4. The researcher interviewed and observed the English teacher what media used in teaching writing of Short Functional 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 writing performance. The interviews covered the approaching of Assessment used

by the teacher on writing of Short Functional 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 interview, 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) .<sup>14</sup>

### **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

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<sup>14</sup> Sugiyono, *Memahami Penelitian Kualitatif*, Sixth Edition, Bandung: Alfabeta, 2010, p.121.

has established confidence in the findings based on the research design, participants, and context.<sup>15</sup> The techniques of Credibility Test used by researcher as follows:

#### **a) Triangulation**

Based on Wiersma in Sugiyono states that Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.<sup>16</sup> So, 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".<sup>17</sup>

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".<sup>18</sup>

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<sup>15</sup> Donald Ary, et.al, op.cit., p.498.

<sup>16</sup> Sugiyono, *Memahami Penelitian Kualitatif*, p.125.

<sup>17</sup> Lexy, J. Moelong, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004, p.175-183

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

## **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**

The confirmability test can be gained as the dependability has been done by the researcher. In other words, when the dependability test is fulfilled, the confirmability was fulfilled also.

## **I. Data Analysis**

Based on Bogdan and Biklen in Abdul Qadir state that data analyzing is :

A process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them to enable you to present what you have to

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<sup>18</sup> Lexy, J. Moelong, op.cit.

recover to others. Analyzing involve working with data, organizing it, breaking it into manageable units, synthetisizing it, searching for patterns discovering what is important and what is to be learned, and deciding what you will tell to others.<sup>19</sup>

Due the statement above, the writer used the data analysis technique.

Based on Miles and Humberman in Rahardjo, from the document, data could be learned and used comprehensively as follows:

a. **Data collections** were data observation, test, interview, and documentation.

**Data collection** consisting in Observation to the school and the class during the study was being conducted, Interviewed the teacher about the class management, preparation/readines before the teaching writing of Short Functional Text of Advertisement, Brochure, and Tips. The implementation of teaching writing of Short Functional Text, media used by the teacher, and the evaluation on students' writing.

b. **Data reduction** was all of the data that have been collected, and then it is processed between relevant and irrelevant to the problems.

**The data reduction** on the study used by the researcher to reduce the inappropriate data from Data Collection by filtering the important data based on the objective of the study. On the study, all data gathered from the interview that covers the Teacher's readiness on teaching writing of Short Functional Text (Advertisement, Brochure, and Tips), the implementation of teaching writing of Short Functional Text in term Pre-

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<sup>19</sup> Abdul Qadir, *Metodologi Riset Kualitatif*, Palangka Raya, t.hp, 1999,p.83-84.

teaching, While-Teaching, and Post-teaching, Media Used on teaching writing of Short Functional Text, and the evaluation on students' writing. Data from Observation and Field note cover the activity on the school, especially on the teaching learning of Short Functional Text from the first until the end of the instructional process. Observation and Field note cover the descriptive data from the implementation of teaching writing of Short Functional Text, how the teacher used the media on teaching writing of Short Functional Text, and how the teacher evaluate the students' writing. Documentation covers data in picture form, visual information, video, during the teaching writiting of Short Functional Text. All the data processed based on the objective of the study, so the important data is gained.

c. **Data display** was the relevant data reported.

**On Data Display**, the researcher reports the relevant data and confirm the study result. It means the data collected from interview such as the teacher readiness on teaching writing Short Functional Text, Class Management, the implementation of teaching writing of Short Functional Text, the media used in teaching writing of Short Functional Text, and the evaluation on students' writing on writing Short Functional Text. Then, to support the data from interview, the researcher also report the data collected from Documentation such as the picture, visual information, video, recording, , during the teaching writing of Short Functional Text also will be reported. Data gathered from Observation and field note that

provide descriptive information based on the the teacher readiness on teaching writing of Short Functional Text, how to manage the class, how the teacher implement the approach on teaching, how the teacher use the media during the intruotional process, and the evaluation on students' writing.

- d. **Conclusion drawing/verification** was the summary in answering the problems of the study.<sup>20</sup>

**The Conclusion Drawing/ Verification**, the researcher summarize the data and conclude the study result based on the problems and objective of study. Data based on the study objective that consisting in the teacher readiness in teaching writing of Short Functional Text, implementation of teaching writing of Short Functional Text in term of Pre-Teaching, While-Teaching, and Post-Teaching, media used by the teacher on teaching writing of Short Functional Text, and the evaluation on students' writing will summarize and verify by the researcher in answering the problems of the study.

The technique above could be drawn based on the following chart (Interactive Model) :

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<sup>20</sup> Mudjia Rahardjo, *Pengantar Penelitian Bahasa*, Malang: Cendekia Paramulya, 2002, p.57.

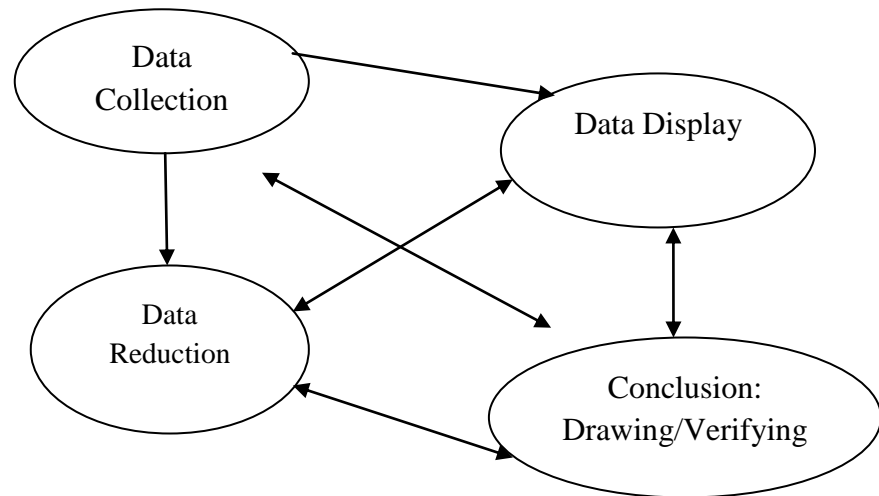


Figure.3.1. Data Analysis Technique by Miles and Humberman<sup>21</sup>

The data analysis stage based on the flowchart above was used by the researcher on the study collects the data from Data Collection is collected from Observation, Interview, Documentation, and Field note on the study.

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<sup>21</sup> Abdul Qadir, op.cit.p.84.