

CHAPTER III

RESEARCH METHOD

A. Research Type

This research is classified into qualitative research. According to 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 states 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 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

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

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

³ Lisa M. Given, *The SAGE*, p. 240. 39

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 using diary writing. 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. Research Design

As a model of qualitative research, *naturalism* focuses on the factual characteristics of the object under study.⁵

Table 2.⁶

	Naturalism
Focus	Objective reality
Objectives	Observing and reporting things as they really are

The research method used in this study focus to process the data. The writer used qualitative naturalism research method because the writer wants to get information of data and describe about the implementation of diary writing in teaching writing.

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

⁵ Silverman, *What You Can (And Can't) Do With Qualitative Research*, 2008, p. 15.

⁶ *Ibid*, p. 19.

C. Role of the Researcher in The Study

In this case, the subject of the study is the teacher who teaches using diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya. The object of the study is the implementation of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

The technique of taking subject by using purposive sampling. Purposive sampling is virtually synonymous with qualitative research. However, because there are many objectives that qualitative researchers might have, the list of “purposive” strategies 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.⁷

In this study, the writer as a passive participant. It meant the writer was only present the scene of action but did not interact or participates. So, the writer generally came to the class, looked, and listened what they did.

D. Research Site

The study was conducted in academic 2014/2015. The writer started the research from July 3, 2014 until found the complete data from the English teacher and students at MA Hidayatul Insan of Palangka Raya. It meant the writer searched more and more to get all the data accurately and briefly. The data got

⁷ Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods*. Sage: Thousand Oaks, CA, Vol.2, 2008, p.697-698.

from the real condition when the English teacher and students used diary writing in learning writing.

The place of the study was at MA Hidayatul Insan of Palangka Raya on Sulawesi Street number 76 of Palangka Raya. Based on the writer observation on 10th February 2014, the writer got some documentations of the school such as the number of students and Syllabus. Based on documentation of school, Ma Hidaytul Insan Palangka Raya is one of Islamic Senior High School in Palangka Raya which was built in 1987.⁸ MA Hidayatul Insan Palangka Raya is an Islamic school which implements and integrates general lessons with another skills and also Islamic Values. One of the activities that have Islamic religion values is the students pray Dhuha and Zhuhur at School. This school also got “B” accreditation criteria in academic.

E. Source of The Data

In this study, the writer took the data from the English teacher at the eleventh-grade of MA Hidayatul Insan Palangka Raya. The name of the teacher was Susi Wulandari, S.PdI to support the validity of data, the writer also took the data from the eleventh-grade students of MA Hidayatul Insan Palangka Raya and total of the students are 22.

F. 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

⁸ Observed, on 9th Maret 2014.

manipulation of the setting. Data collecting techniques was used in this study, namely: observation, interview, documentation, questionnaire 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.⁹

The observation checklist is a strategy to monitor specific skills, behaviors, or dispositions of individual students or all of the students in 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.¹⁰

The purposes of observation are to collect the data that the writer need, 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 Diary writing in teaching writing.

The witer did observation about four times to get the data. At the first observation which held on Thursday, August 7, 2014 and started at 08.00 a.m,

⁹ Lisa M. Given, *The SAGE*, p. 573.

¹⁰ Kay Burke, *How to Assess Authentic Learning*, England: Skylight Publishing. Inc, 2003, p. 106.

until 09.30 a.m.; at the second observation which held on August 9, 2014 started at 12.10 a.m, until 13.15 a.m.; at the third observation which held on August 14, 2014 started at 08.00 a.m, until 09.30 a.m.; and at the fourth observation which held on August 16, 2014, at at 12.10 a.m, until 13.15 a.m., to prove the original of observation held by the writer, the writer insert the time of observation as follow:

Table 3.
List of Observation

Observation	Time
1 st	Thursday, August 7, 2014
2 nd	Saturday, August 9, 2014
3 rd	Thursday, August 14, 2014
4 th	Saturday, August 16, 2014

The writer directly did observation in the field where the place taken. It was to observe the class condition in teaching writing in using diary writing. By the implementation, the strengths, the weaknesses and the students' response of diary writing in teaching writing. The writer observed the data by coming to research location, looked to MA Hidayatul Insan Palangka Raya and writes the facts about the implementation of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

Observation was started by general observation and furthermore, focused to the object of the study. The writer used passive participation. It meant the writer was only present the scene of action but did not interact or participates. 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 using diary writing in teaching writing at the eleventh-grade of MA Hidayatul Insan Palangka Raya was as the object of the study.
- b) To describe the activities of the implementation of diary writing in teaching writing.

2. Interview

The interview is a critical part of the process and will determine your ultimate success. In other words, the written proposal merely gets you onto the shortlist; your performance at the interview is the real deciding factor. Given this level of importance it is imperative that you make a good showing. There are two key elements that will help:

- a) Bring the right people.
- b) Provide a good presentation.¹¹

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 groups interviews.¹²

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 covers such as:

- a) The implementation of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

¹¹ Tom Harris, *Collaborative Research and Development Projects A Practical Guide*, New York: Springer, 2007, p.32.

¹² Sari Wahyuni, *Qualitative*, p. 26.

- a) The strengths of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.
- b) The weaknesses of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.
- c) The students' response of in the implementation of diary writing in teaching writing at eleventh-grade students of MA Hidayatul Insan Palangka Raya.

3. Documentation

Through documentation technique, the writer will try to get the data related to the study. Documentation is the technique of collecting the available documentation for the program being evaluated.¹³

This technique enabled researchers 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. 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

¹³ Brian K. Lynch, *language Program Evaluation: Theory and Practice*, USA: Cambridge University Press, 1996, p. 139.

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 diary writing in teaching writing in the classroom.
- b) Syllabus
- c) Lesson plan
- d) The students' presence list

4. Questionnaire

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.¹⁴

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 will 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,

¹⁴ Zoltan Dornyei, *Questionnaires in Second Language Research Construction, Administration, and Processing*, London: Lawrence Erlbaum Associates, Inc., Publishers, 2003, p. 5.

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 coveral for the students' response of in the implementation of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya. It was more clearly.

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.¹⁵

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.¹⁶

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

¹⁵ Anne Mulhall, 'Methodological Issues In Nursing Research In The Field: Notes On Observation In Qualitative Research', *An Journal of Advanced Nursing*, October 2002, Volume 41, Number 3, p. 310.

¹⁶ *Ibid.*

to be objectively described by the observer, who acts as an impersonal channel through which information is conveyed to the reader.¹⁷

The value of making field notes at all has already been discussed. This final section will consider 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.¹⁸

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 write 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.

G. Data Analysis

Levine, Wolfe, and Huberman and Miles in Berg, all argue that data management and data analysis are integrally related. There are, in fact, 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.¹⁹

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

¹⁷ Ibid., p. 310.

¹⁸ Ibid., p. 311.

¹⁹ Bruce L. Berg, *Qualitative*, p. 33.

1. Collecting data

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 implementation diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan 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 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.²⁰ 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

²⁰ *Ibid.*, p. 33

terms; and similarly *reduced* and *transformed* groupings of data.²¹ The writer gave the simple explanation in data display that had been analyzed. By doing this procedure 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 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.).²² 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 was taken did not deviate from the problem of the study.

H. Method for Verification of the Research Findings

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

1. Credibility

²¹ *Ibid.*, 34.

²² *Ibid.*

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility is one of most important factors in establishing trustworthiness.²³ The writer convinced to the reader which all the data analysis where the writer gains from participants will same as 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:

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.²⁴ 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 diary writing inteaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya by comparing the results of the observation, interview, and documentation.

b) Member Check

²³ Andrew K. Shenton, *Strategies for Ensuring Trustworthiness in Qualitative Research Projects*, UK: Newcastle upon Tyne, 2004, p. 2.

²⁴ *Ibid.*

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 report the result of the study detail, clear and reliable.²⁵ Here the writer report the result of the study entitled The Implementation of Diary Writing in Teaching Writing at The Eleventh-Grade Students of MA Hidayatul Insan 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.²⁶ 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

²⁵ Donal Ary, Lucy Cheser Jacobs, Chris Sorensen, and Asghar Razavieh, *Introduction to Research in Education*, Eighth Edition, Belmont: Wadsworth Cengage Learning, 2010, p. 498.

²⁶ Raquel 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.

Comformability means that all interpretation and outcomes of analyses can be traced back to the original sources.²⁷ The writer convinced the readers that the interpretation and analyses all the data of this research can be traced back to the original sources.

²⁷ *Ibid.*