

CHAPTER III

RESEARCH METHOD

In this chapter discuss about the researcher describe about research Type, Research Design, Population and sample, Role of the Researcher in the research, Research Site, Source of the Data, Data Collection Procedure, Research Instrument, Data Analysis Procedure.

A. Research Type

In this study, the research design was descriptive qualitative design because this study concerns with process. It meant that data were not statistic data. The data analyze and its findings were in the form of descriptions, instead of numbers. Descriptive research involves collecting data in order to test hypotheses or answer question relate to the current status of the object of the study. A descriptive study determines and reports the thing. It means that descriptive research, the study happen naturally, and the research has no control over the condition and the situation, and could only measure what already exist.¹

According to Donal Ary stated that “Qualitative research is a generic term for a variety of research approaches that study phenomena in their natural setting, without predetermined hypothesis”.² The descriptive research asked question about the nature, incidence, or distribution of variable, it involved describing but not manipulating variables.”³

In this study, the writer used a qualitative approach. According to Merriam in Creswell states that qualitative research involves the fieldwork. The researcher physically went to the people, setting, site or institution to observe record behavior in it

¹ L.R. Gay and Peter Airasian, *Educational Research: Introduction to Research in Education*, New York: Merrill Prentice Hall, 1992. p.11

² Donal Ary, and friends, *Introduction to Educational Research*, Wadsworth Cengage Learning, 2010. p.648

³ *Ibid.* p.640

is natural setting. In the qualitative study the writer observed organization or communities to understand the behaviors, interaction, and tacit understanding of the problem.⁴ Qualitative methodologies have not predominated in the social science. After all, qualitative research took much longer, requires greater clarity of goals during design stages, and cannot be analyzed by running computer programs.

The meaning of qualitative approach could be concluded that qualitative approach use to collect information from the actual fact of tendency. Nunan and Baileystate “the overall purpose of a survey is to obtain a snapshot of conditions, attitudes, and/or events of an entire /population at a single point in time by collecting data from a sample drawn from that population”.⁵

B. Research Design

Research design is a detailedoutline of how an investigation will take place. A research design will typically include how data are to be collected, what instruments will be employed, how the instruments will be used and the intended means for analyzing data collected.

In this design of the study the writer used case study. In this study, the writer investigated the case that would be studied. Then the data of investigation were collected. After collecting the data, the writer used the instruments like interview guide line, observation checklist and reading strategy checklist for analyzing the data.

C. Subject of the research

The subject of this studywas the English teacher (five teachers)of second grade students of MAN Model Palangka Raya.

⁴ Given, *The Sage Encyclopedia of Qualitative Research Method*, California: Sage Publication, Inc, 2008, p.9

⁵D. Nunan, And Bailey, K.M. *Exploring Second Language Classroom Research*. Sherrise Roehr. 2009. p.25

D. Role of the Researcher in the study

In this study the writer only observed, looked condition in the class and carried the checklist out.

E. Research Site

The study took place at MAN Model of Palangka Raya.

F. Source of the Data

- The interview of the teacher

Interview of the research was aimed to the English teacher of MAN Model Palangka Raya. The interview contained 14 (fourteen) questions.

- Teacher observation guide

Teacher observation guide of this research was aimed to the English teacher of MAN Model Palangka Raya. This observation guide was aimed to know the teacher does in teaching narrative text.

- Checklist of reading strategy

Check list of reading strategy of this study was aimed to the English teacher of MAN Model Palangka Raya. This observation guide was aimed to know the teacher's strategies in teaching narrative text.

G. Data Collection Procedure

1. Observation

Observation allowed writers to formulate their own version of what is occurring and then check it with the participants. The inclusion of selected observation in a researcher's report provides a more complete description of phenomena than would be possible by just referring to interview statements or documents. Observation

provide an additional source of data for verifying the informational obtained by other methods.⁶

Susan Stainback in Sugiono states, “In participant observation, the research observes what people do, listen to what they say and participates in their activities.”⁷

Related to observation, the writer used participant observation. It meant that the observation was a technique in collecting data where the writer carried the observation out directly at eleventh grade of MAN Model of Palangka Raya.

2. Interview.

Interview is a meeting at which somebody applies a job, a place on a course.⁸ Interview here was by doing the dialogue (asking-answering) between the writer and teachers (informant) directly.

Before conducting the interview, the writer prepared some instrument as guideline of interview. Collecting the data by interview uses some facilities, such as hand phone, camera, tape recorder, items of question and a number of sheet papers. The purpose of this interview was the writer would like to find out the strategy was used by the teacher.

3. Documentation

On this technique, the writer got some information in the format written and document from where the respondents live or stay do activities places every day.⁹

⁶ Meredith D. Gall, et al., *educational research: an Introduction (Eight Edition)*, Baston: Pearson Education, 2007, p. 276.

⁷ Sugiono. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. 2007. p. 310

⁸ *Ibid.* p. 311

⁹ Sukardi, *Metodologi Penelitian Pendidikan : Kompetensi dan praktiknya*, p. 81.

This technique has been conducted by Guba and Lincoln in Lexy state: document and record are used because as a stable source, wealth, and support the data.¹⁰ This technique was aimed to find out the documentation related to the study. Some documents support these studies are:

- a. Photo and video of teaching learning process in class room.
- b. Syllabus of English lesson for the second grade of MAN Model Palangka Raya.
- c. The result of interview.
- d. The result of observation.

H. Research Instrument

1. Interview guide line.

Interview of the writer was aimed to the English teacher of MAN Model Palangka Raya. The interview contained 14 (fourteen) questions

2. Observation checklist

Teacher observation guide of this writer was aimed to the English teacher of MAN Model Palangka Raya. This observation guide was aimed to know the teacher did in teaching narrative text.

3. Reading strategy checklist.

Check list of reading strategy of this research was aimed to the English teacher of MAN Model Palangka Raya. This observation guide was aimed to know the teacher's strategies in teaching narrative text.

Those three instruments were used to collect the data.

Frequency scales of strategy use (Oxford, 1990) Mean Score

Scale	Grade	Frequency	Evaluation
4.5–5.0	4	High	Always or almost always used

¹⁰Lexy J. Moleong, *Metodologi penelitian kualitatif*, p. 161.

3.5–4.49	3	Fairly High/Usually used	
2.5–3.49	2	Medium	Sometimes used
1.5–2.49	1	Low	Generally not used
1.0–1.49	0	Never or almost never used	

I. Data Analysis Procedure

1. Editing

This activity was done in order to check the teacher strategy, the completeness of the instrument and the teacher answer sheets.

Editing is correcting, extending, or revising field notes.¹¹

2. Coding

It was used to give determined codes based on kind and form of the data, so it will facilitated the writer in processing data.

One of the data analysis activity that was most done by the qualitative researchers was coding, that is the process of categorization or text reference units (like word, sentence, paragraph and quotation) with code and label as the way to indicate pattern in meaning.¹²

A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data. The data can consist of

¹¹ Norman. K. denzim, Handbook of qualitative research (second edition), London: Sage publications, inc. 2000,p. 805

¹²Dr. cecep, qualitative research 18 April 2011 <http://www.aagun.edu.au//aagun/dept/smec/iae>(accessed on December 17th,2015)

interview transcripts, participant observation field notes, journals, documents, literature, artifacts, photographs, video, websites, e-mail correspondence, and so on.¹³

3. Tabulating

In this step, the data obtained were put in the tables, so that the students could be clearly seen. The tables prepared for the data distribution were the table frequency and percentage of problem on each item.

There are three types of tabulation – Simple; Double and; Complex (including Cross-tabulation)

1. Simple – Simple tabulation is when the data are tabulated to one characteristic. For example, the class survey conducted on November 11, 2011 that determined the frequency or number of students owning different brands of mobile phones like Blackberry, Nokia, Iphone, etc.

2. Double – Double tabulation is when two characteristics of data are tabulated. For example, frequency or number of girls and boys in the class owning different brand of mobile phones like Blackberry, Nokia, Iphone, etc.

3. Complex – Complex tabulation of data that includes more than two characteristics. For example, frequency or number of girls, boys and the total class owning different brand of mobile phones like Blackberry, Nokia, Iphone, etc. Crosstabulations, is also a sub-type of complex tabulation that includes cross-classifying factors to build a contingency table of counts or frequencies at each

¹³ Saldana, *An Introduction To Codes And Coding*, 2008, p. 2

combination of factor levels. A contingency table is a display format used to analyze and record the possible relationship between two or more categorical variables.¹⁴

¹⁴ Richard I. Levin and David S. Rubin, *Statistics for Management*