CHAPTER III

RESEARCH METHODOLOGY

This chapter concerns with research methodology. It is essential aspect conducting a research. It is away that helps the researcher to make research become easier. The researcher describes the research design, subjects of the study, data and source of the data, data collection technique, instrument and data analysis in this study.

A. Research Design

This study was descriptive study. Descriptive study is designed to obtain information concerning the current states of phenomena.[46] In addition, the researcher uses qualitative method, qualitative approach or naturalistic is an approach using qualitative data and the situation without manipulation.[47] The writer uses descriptive qualitative. This study is directed toward determining the nature of situation as it exists at the time of study. Danim said that the data are in the form of words, sentences, and phrases rather than number and statistic.[48]

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[46] Donald, Ary et all, *Introduction to Research in Education*, (United State: Harcourt Brace College, 1990), p.381

[47] S, Nasution, *Metodologi Penelitian naturalistic*, (Bandung:Tarsito, 2000), p.2

[48] Prof.dr.sudarwan Danim, Menjadi peneliti kualitatif, (Bandung: Unpublished. Pustaka setia, 2008), p.61

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The aim of this study is to describe how the teacher implements oral and written cycles, four recommended, and assessment and measurement form by the teacher.

The researcher collected the data by using the observation checklist, interview guide and documentation. The observation means the researcher observed the teacher directly during the teaching-learning process. Then, the interview is used to help the researcher to complete the data during the teaching-learning process. Finally, documentation supported observation and interview data as prove the research.

B. Subjects Of The Study

The subjects of this study were the English teachers and the eighth grade students of Islamic Junior High School Darussalam Kedamean – Gresik. The researchers choose these students when they were not in a very busy condition. It means that they did not face the final exam. There were thirty nine students. It can make the condition more conducive during English teaching learning process.

C. Data And Source Of The Data

The source of data in this study was the teacher who teaches English and the eighth grade students of Islamic Junior High School Darussalam Kedamean – Gresik.

The data of this study was in form of the observation result, it was through observation checklist, it was use to prepare the point that be observed to know

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English teaching-learning process in the classroom through oral and written cycles and four stages. Besides, the interview result was taken to know teacher understands the implementing SBC about syllabus and RPP, other source of material and measurement form was used by the teacher. And, documentation supported the data about the observation check list, materials used by teacher in the class, interview result and school's data which got from the school.

D. Data Collection Technique

In this study, the data were collected by observing the English teaching - learning process in the classroom, interviewing and documentation. The researcher used the material, teacher activities and technique as data checklist to the data which teaching-learning process happen. The researcher also interviewed the teacher by asking some question dealing with SBC and the teacher's preparation about syllabus and RPP. That is way; it also supported documentation's data as prove observation and interview.

1. Observation

To collect the data dealing with the implementation of SBC, the researcher use participant observation. It means that the observer participated in the group activities and pretends to be a member.[49]

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[49] Prof. Dr. S. Nasution, M.A., *Metode Research,(Bandung:bumi aksara, 1996, p.111*

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Observation was the primary technique to collect the data. The researcher observed the teacher activities in the classroom through oral and written cycle which in each steps, namely Building Knowledge of Field (BKOF), Modeling of Text (MOT), Joint Construction of Text (JCOT), Independent Construction of Text (ICOT). The researcher also observes about class activities, the materials, classroom assessment for student, and the measurement form used by the teacher.

The researcher pretends and observed the teaching-learning process in the classroom happen to get the data. To prepare the data, the researcher used observation checklist includes the material, the technique in teaching- learning process and the interaction between the teacher and the students.

2. Interview

Interview was a data collection technique that used oral question to elicit respondent's answer.[50] In this study, the researcher interviewed the English teacher to get and complete the data. It is also be used to minimalism the mistakes that happen in the observation. The data is consists of teacher's

[50] Ibid., p.113

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understanding the implementing SBC. They are both teacher preparation of syllabus and RPP, other source of material, and measurement form used by teacher.

The researcher confirms the data in observation to the teacher, then complete the data which can not found in the observation. Then, the researcher asked the English teacher about teacher preparation of syllabus and RPP, other source of material, and measurement form used by teacher in the last meeting.

3. Documentation

Documentation was used to collect the data about the kinds of materials, classroom assessment and measurement form used by teacher. In other way, researcher used to complete the data about school and the eighth grade students.

Documentation was taken from the English teacher in eighth grade to get the data about English teaching-learning through observation's data in the class such as, class activities, teaching technique, material used, etc. Besides, interview with English teacher as data about the preparation of teacher such us, RPP, syllabus, kinds of materials, classroom assessment and measurement form used by teacher etc. It supported the data of observation. And, the data about school was taken from the school during observation in that school such

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as, school history, profile, student's data, etc. It is as prove to support of observation and interview's data.

E. Instrument

1. Researcher

The researcher can be the instrument for measuring the data collected, the researcher in qualitative study was the primary instrument for gathering and analyzing the data.[51] Here, because the researcher can be as the instrument when observation happen. The researcher of this study observed the implementation of oral and written cycle by using observation check list, interview guide and documentation to complete the data analysis.

2. Observation checklist

Observation checklist was used to observe the teaching-learning activities happen in the classroom. The data are the material, activities course and the technique that used by teacher. In this case, to prepare the data, the researcher used observation checklist. It made easy for researcher to collect the data because have prepared the data will be observe before. The researcher pretends and observed the teaching-learning process in the classroom happen. The observation checklist form was marked based the situation of teaching-learning process in the classroom.

[51] Op.cit., p.60

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They were kinds of teacher activities in each stage. The activities comprised in BKOF that has a purpose to make students pay attention to every single thing related to the text based on the genre being discussed, especially cultural elements, generic structure and grammatical features of the text,[52] MOT which is presented in the form of conversation text. Transactional conversation is conversation which is done because the speaker has to communicate for fulfilling in daily needs.[53] And, the interpersonal one is a conversation for politeness or courtesy morally[54], JCOT which the students have to practice to create stories or dialogues based on the generic structure in details,[55] and ICOT that the students are required to tell the different stories with the appropriate intonation, facial expression or gestures spontaneously and individually.[56] In addition, the researcher also observed the materials, the technique in teaching- learning process and the interaction between the teacher and the student and the classroom assessment. (See Appendix I)

3. Interview Guide

According to Nasution, Interview was a list of many questions, which will be asked to the informant. It was used to collect the data about teacher's understanding the implementing SBC. It about content of standard (SI) that

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[52] Depdiknas, loc.cit
[53] Ibid., p.54
[54] Ibid.
[55] Ibid., p.12
[56] Ibid., p.13

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conclude basic outline, curriculum structure, standard competence (SK), basic competence (KD) each subject on each semester (Kepmendiknas No.22 thn.2006). All of them were described in syllabus and developing material described in planning learning experiences,[57] other source of material, and measurement form used by teacher base on graduation standard competence (SKL) that measure about attitude, knowledge, and skill (Kepmendiknas No.23 thn.2006). To get the data, the researcher decided to interview the teacher as the informants and also document the result of it in notes. In this technique, the researcher used interview guide to prepare the data as instrument. Interview was done at the last meeting to complete the data which can not find out in observation and get more information based on interview guide. (See Appendix II)

4. Documentation

Documentation was used to collect the data about the kinds of materials, classroom assessment and measurement form used by teacher. In other way, researcher used to complete the data about school.

Documentation was taken from the English teacher in eighth grade to get the data about English teaching-learning through observation's data in the class such as, class activities, teaching technique, material used, etc. Besides, interview with English teacher as data about the preparation of teacher such

[57] Ibid., p.10

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us, RPP, syllabus, kinds of materials, classroom assessment and measurement form used by teacher etc. It supported the data of observation. And, the data about school's administration was taken from the school during observation in that school such as, school history, profile, student's data, etc. It is as prove to support of observation and interview's data.

F. Data Analysis

1. The Analysis Of Observation

The data obtain through the observation was analyzed by using descriptive analysis. The researcher pretends and observed the teaching-learning process in the classroom happen. To prepare the data, the researcher used observation checklist. It made easy for researcher to collect the data because have prepared the data will be observed before. The support data based on the government recommendation, SBC have two cycles and four stages recommended.[58] And, observation is done to get data of activities course, the material and the technique that used by teacher and classroom assessment.

The aim of this observation is to get all activities and process of evaluation in the classroom while teaching-learning process. The researcher pretends and observed the teaching-learning process in the classroom happen. The observation checklist form was marked based the situation of teaching-

[58] Depdiknas, loc.cit.

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learning process in the classroom. Then, it described in checklist form and arrange base on the date. The researcher collected all the research data is over five times meeting.

2. The Analysis of the Interview

The data obtain through the interview was analyzed by using descriptive analysis. Then, interview the teacher as the informant and also document the result in notes. The support data base on content of standard (SI) that conclude basic outline, curriculum structure, standard competence (SK), basic competence (KD) each subject on each semester (Kepmendiknas No.22 thn.2006). All of them were described in syllabus and developing material described in planning learning experiences,[59] other source of material, and measurement form used by teacher base on graduation standard competence (SKL) that measure about attitude, knowledge, and skill (Kepmendiknas No.23 thn.2006).

In this technique, the researcher used interview guide to prepare the data as instrument then it was to be analyzed to get the data both teacher preparation of syllabus and RPP, other source of material, and measurement form used by the teacher. Then, the data documented in the list some questions. The technique, which used supported and completed the data in observation. It was done at the last meeting to complete the data which can

[59] Ibid., p.10

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not find out in observation and get more information based on interview guide.

3. The analysis of the Documentation

The data obtain through the documentation was analyzed by using descriptive analysis. Documentation is used to collect the data about the teaching-learning during the class. In other way, researcher used to complete the data about school.

Documentation was taken from observation's result in the class such as, class activities, teaching technique, material used, etc. It was described in the form of observation checklist arrange based on date and activities class every meeting. Besides, interview with English teacher as documentation of data about the implementation of SBC in that school. It was described in the form of some question to English teacher about teacher preparation which done at the last meeting. It was through RPP, syllabus, kinds of materials, classroom assessment and measurement form used by teacher etc. It supported the data of observation. And, the data about school's administration was taken from the school during observation in that school such as, school history, profile, and students. It was a proven to support of observation and interview's data.

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