

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses about the method used by the researcher in conducting this study. The chapter present about research design, subject of the study, data and data sources, data collecting method and instrument, data verification, and data analysis.

#### **A. Research Design**

Based on the purpose of the research, the researcher used case study of qualitative method. It emphasized the quality of entities, process or procedures, and meaning that are not experimentally measured in terms of quantity, amount, intensity or frequency (Denzin and Licoln, 2000:8). In another way, qualitative study means the things' essence and ambience; the what, how, when, and where of it. Latief (2017: 77) supported that qualitative research tends to analyze word in a sentence or utterance rather than a number and report the detail views of people who have been studied. In sum, qualitative study is one of research design that describe thick and rich to the process, individual or groups, or phenomena happen uniquely by collecting the data in form of sentence rather than a number.

Case study is design that describes a single case around the topic that would be investigated. Ary et. al (2010: 29) states that a case study focuses on single unit includes one individual, one group or one program that has a goal to get a detailed description and understanding the case. According to Starman (2013: 36) case study is not selected based on representative sample but it is

selected based on its interesting, unusual, striking and many cause changes in the characteristics and specificities object. In this study, the researcher used case design in which the researcher will investigate the different process in improving English ability by implementing content theme based instruction. This research consists of analyzing and describing CTBI approach that indicates as new case around teaching process in elementary school at SDI Miftahul Huda Nganjuk.

The researcher conducted the study by employing some process. Tarigan (1992: 105) stated that the process of qualitative research is describing the phenomena without manipulation or experiment, so it should seeks naturally based on the phenomena happened. According to Kadir (1992) in Comariyah (2017: 31) there are five steps in conducting case study, the step are as follows:

1. Case selecting

To find the case, the researcher conducted pre-research interview with English teacher in three elementary schools. This process is to gain the interesting condition of how they improved English ability and the content. First school improved students' English ability by implementing CTBI which is the teacher delivered the subject by using English instruction. Second schools, the teacher teach English subject one hour in a week and conducted memorizing vocabulary before the students entered the class. The last school also conducted learning English subject one hour in a week. Based on the result above the new case is the implementation of CTBI in elementary schools which both teacher and student are used English instruction in learning topic of the subject.

## 2. Data collecting

The data collected through three techniques including observation, interview and documentation. The observation conducted in the first grade class and fifth grade class of SDI Miftahul Huda Nganjuk to know the implementation of CTBI. The interview conducted with key informants such English teachers.

## 3. Data analyzing

The data of the study analyzed starting from the case occurs. It includes when planning the study, during the study and after collecting the data as a final product (Denzin and Lincoln, 1996: 429). The researcher makes analysis based on the fact and finding in the research. The technique used in analyzing the data was suggested by Spradley including domain analysis, taxonomic analysis, componential analysis, and theme analysis.

## 4. Refinement.

After doing analysis, the next process is re-checking result. Comariah (2017: 32) states that refinement is the process of re-checking the findings and fact to assure the data and prevent the information from miscommunication or mistakes. In this process, the researcher consulted all the process during the study conducted to an advisor.

## 5. Report writing

In the last step, the researcher arranged the result of the study to be rich and thick description so this paper has an important point. Comprehensively, this paper be a readable ways and contribute as a reference for English

education especially for teacher who want to implement CTBI in young learner context.

## **B. Subject of Study**

Subject of study is an individual that is intended to be studied since the research was conducted to describe the issue of the study. Sousa (2014: 214) suggests that a participant should be chosen precisely because they can offer some explanation of theme under the study.

In this study, subject of this study are English teachers at SDI Miftahul Huda Nganjuk. The researcher limits the research on implementing CTBI, thus, the subject should be based on the ability contribute on understanding the implementation of CTBI to be researched.

## **C. Data and Data Sources**

The data of this study are as follows:

### **1. Data**

Data is information collected by the researcher that should be appropriate with research problem. According to Arikunto (2006: 118), data are all of fact and member that can be used by the researcher as information, whereas information is result of data process that used necessary. In other words, data are everything that the researcher finds and writes from the field of study that can be analyzed and relevant with research problem.

Data in this study are gathered by the researcher through in-depth interview, observation and documentation. The interviews were conducted

with the English teachers that implement CTBI. It is the teacher's utterances containing explanation about the preparation before implementing CTBI in teaching English. The preparation includes developing the material and selecting language skill to be taught in implementing CTBI. Data from observation are gathered from the English teacher and the students' activities and attitudes in the classroom during teaching and learning process. The data concerns with the teachers' procedure in implementing CTBI in teaching English for elementary school. Meanwhile, data from documentation are gathered from syllabus and lesson plan as the preparation documents before implementing CTBI.

## 2. Data Sources

In qualitative research, data are taken from many different sources. Sugiyono (2009: 308), divided data sources into two, as follows:

### a. Primary data

Primary data in this study are gotten by the researcher directly. The data that included on primary data are: the English teacher and non-English teacher. From both teachers, the researcher gets information about teacher's activities on teaching learning process, it deals with the teachers' development on theme and selecting material, teachers' procedure in implementing Theme-Based CTBI and teachers' evaluation in implementing Theme-Based CTBI could be collected.

b. Secondary data

Secondary data is the data that are gotten by the researcher indirectly. The data that included on secondary data are: the syllabus, lesson plan made by the teacher. From this documentation the researcher can analyze about the teachers' material development to know how they select theme and the skill to be achieved.

#### **D. Data Collecting Method**

Data collection method is the method that is used by the researcher to collect the data. Therefore, the researcher used observation, interview and documentation to collect the data.

1. Observation

The researcher conducted observation to get the data in the field. According to Ary, et. al (2010:431) "qualitative observations rely on narrative to describe the setting, behaviors and the interactions". It means that the observation was used to collect the data is systematic way to understand and interpret actions, interaction or the meaning of event. Spradley (in Sugiyono, 2009: 314) define three components of object observation, the explanation are as follows:

- a. Actor: are the people who are involved to give all the information needed by the researcher. Actor who involved the teacher who teach non-English subject.
- b. Activity: It consist people act that will be investigated. The activity that would be investigated was the teaching learning process in the classroom which the teacher implemented Theme-Based CTBI.

In this study, the researcher observed the teacher and learning process in the classroom by making field note. The researcher writes down the result during observation and the teachers' activities containing the procedure in implementing CTBI that might appear in the class.

## 2. Interview Guide

Interview was conducted to get the data deeply from the subject of research. Interview is one of the most widely used methods for obtaining qualitative data (Ary et. al, 2010: 438). The interview is addressed to the teacher about his ways in implementing Theme-Based CTBI. Interview is way to get the data on subject's opinion, beliefs, and feeling about the situation in their own words. Interviews provide information that cannot be obtained through observation, or they can be used to verify observation. Estenberg, 2002 (in Sugiyono, 2009: 319-320) classify three kinds of interview includes structured interview, semi structured interview and unstructured interview.

This study used semi-structured interview to collect the data based on the teachers' perception in implementing Theme-based CTBI. According to Merriam (1998) semi-structured interview give an easiness to interact with the interviewee, give follow up questions, give the guidance regarding the purpose of questions, and sensitive to statements made by participants. The information captured using semi-structured interviews including information including how the teachers' preparation in implementing CTBI in an elementary school, the teachers' procedure in implementing CTBI and teachers' evaluation in implementing CTBI could be collected.

The preparation of interview involves arranging the interview guidelines based on the research problem. It consist some questions related with the implementation of Theme Based CTBI. The questions are addressed to the key informant who has knowledge in implementing CTBI in order to gain adequate information about the problem. To conduct this interview, the researcher meets with the teacher of SDI Miftahul Huda Nganjuk who implemented CTBI. After getting the data, it transcribed into written transcript as evidence to have a valid instrument in writing this research. Besides, the researcher rechecked the information and cross check the information to verify the validity of data.

### 3. Documentation

Documentation is a technique of collecting data which are appropriate with the research goals by accumulating and analyzing documents, both in written and electronic forms (Sukmadinata in Comariah (2017). The documents can be various and has personal characteristic, it includes autobiographies, diaries, and letters; such as files and report (Ary, et.al., 2010: 442). In this study, the researcher used files including syllabus and lesson plan developed by the teacher itself. From this data, the researcher processed the finding to answer research problem on how is the teachers' preparation in implementing CTBI in elementary school.

### **E. Data Verification**

The data of research need to be verified, there are four standards that should be check by the researcher. Ary et.al (2016: 498) divided the standard as follows:



## 1. Credibility

Credibility in qualitative research concerns with the believability of the inquiry's findings. Credibility or truth value can be checked by establishing the confidence in the findings based on the research design, participants and context. Anney (2014: 276) support that the researcher can judge the credibility by identifying the variety of approaches of finding. Following credibility strategies are: prolonged, triangulation, member checking, peer examination, interview technique, establishing authority of researcher and structural coherence. In this case, the researcher applied triangulation to check the credibility.

Triangulation used to check whether the research findings are credible or not. According to Cresswell (2009: 199) Triangulation is a strategy to check the data through multiple sources includes interviews, observations and document. While Ary et. al (2010: 500) states that triangulation was the process of strengthening the finding by cross-checking information. The researcher used two types of triangulation; they were triangulation of data sources and methodological triangulation.

Triangulation is draw as below:

No	Data	Data Collection	Data Sources
1	Teachers' preparation in implementing CTBI	Interview Documentation	Teacher Syllabus and lesson plan
2	Teachers' procedure in implementing CTBI	Observation Interview	Teacher
3	Teacher's evaluation in implementing CTBI.	Observation Interview	Teacher

The data triangulation for the study was done by checking the variation of the data. Triangulation of data sources was done by using many sources of data to validate it. The data from informant was compared to the data from the other informant. Methodological triangulation was done by employing different method of collecting the data, namely observation, interview and documentation. The evidence of this verification can be seen in the observation sheet or field notes and interview transcript.

## 2. Transferability

This standard is used to check that the findings can be applied or generalized to other context or to other groups. Anney (2014: 277) said that it should be transferred to other context with other respondents. It is the researcher's responsibility to provide sufficiently rich, detailed, thick description of the context so the user can make the necessary comparison and judgment about similarity and hence transferability.

To enhance the transferability, the researcher provides thick description in order to make judgment about it fitting in with other possible. The researcher provides thick and rich description that can use as consideration to conduct the next study. Besides, the researcher also uses peer examination in which the result would be discussed with doctoral lecturer who has experience of qualitative research.

### 3. Dependability

Dependability used to check the consistency the data that would be similar if the study were replicated. Ary et. al (2010: 503) states that dependability can be demonstrated by showing the consistency of research findings through multiple settings or multiple investigators.

To examine dependability of research finding, the researcher audited clear guidelines and process begins from research problem, data collection, documentation, analyze and examine the data. The process and result must balance. Besides, in this study will impart information about procedure through a thick and rich description of the process and result.

In addition, the **consistent finding** also considered in this process. The researcher collected the data in multiple subject or groups. It involved the English teacher, non-English teacher and the headmaster to find saturation data.

### 4. Confirmability

Confirmability deals with neutrality or the extent to which the researcher conduct the study is free of bias in the procedures and interpretation

of result. The strategy for demonstrating confirmability are audit trail, triangulation, peer review and reflexivity.

This research uses reflexive journal to establish confirmability. Reflexivity is an assessment of the influence of investigators' own background, perceptions and interests on the qualitative research process (Anney, 2014: 279). The researcher establish by keeping the reflexive journal in order to reflect on, tentatively interpret and plan data collection. The journal related with all events that happened in the field, personal reflection in relation to the study such an issue related with implementing CTBI in teaching English for young learners.

Besides, the researcher ask preparation to advisor to check the process of the study, standard of the truth of the data and the result that is get in order to make a valid report.

## **F. Data Analysis**

Analysis data was a process to arrange the data systematically that found from observation, interview and documentation. According to Sugiyono (2014: 89) there are some processes of analyzing the data including organizing the data, developing the data into units, choosing the important data to answer the research problem and creating a conclusion. Ary et. al (2010: 481) proposed that analyzing in qualitative research need a more time to process because typically the researcher must faces with field notes, interview transcript, audio recording, video data, etc. which must be examined and interpreted. Thus, the data from interview

guideline and field notes will be transcribed into written transcript and then will be identified, selected and also classified based on the analyzing need which was relevant to the topic of the research. The data analysis for the present study is done by applying the procedures suggested by Spradley (1979). There are four steps in analyzing the research finding: domain analysis, taxonomic analysis, componential analysis, and theme analysis. The explanations are as follows:

1. Domain analysis involves an activity of searching the larger units of cultural knowledge. The purpose of this analysis is to understand the domain, it has three process as follows; identify the main domain, separates the data and non data, and describe the domain in detail vertically and horizontally (Spradley, 1980: 35). The process begins from identify the main domain. The data that has been collected consist of data and non data. The main domain that should be analyzed consisting of teachers' material development, teachers' procedure and teachers' evaluation in implementing CTBI in elementary school. The data that gathered from observation and interview determine into the utterances which considered as the implementation of CTBI and the utterances which were not contained implementation of CTBI. The data that not contain CTBI are omitted and the data that contains CTBI are left.

Table domain analysis

Data Source	Focus data/domain
Teachers	The implementation of Content Theme-Based Instruction in elementary school

In conclusion, analysis domain was done by separated the data which contain CTBI and not contain CTBI. The main domain was gathered from interview and observation.

2. Taxonomic analysis is the second steps in this analysis technique. Taxonomies are obtained the conceptual construct by establishing semantic relationship (garrido, 2017:45). Taxonomic analysis refers as a classification system that inventories domains into a flowchart or the pictorial representation to help the researcher understand the relationship among domains (Spradley, 1980). In this study, taxonomy analysis will use to classify the data and apply data coding on the classification. The data that analyzed in analysis domain are classified into three group; teachers' preparation in implementing CTBI, teachers' procedure in implementing CTBI and teachers' evaluation in implementing CTBI.

Table taxonomic analysis

Focus data/domain	Data Classification
The Implementation of CTBI in elementary school	Teachers' preparation in implementing CTBI at SDI Miftahul Huda Nganjuk
	Teachers' procedure in implementing CTBI at SDI Miftahul Huda Nganjuk
	Teachers' evaluation in implementing CTBI at SDI Miftahul Huda Nganjuk

In sum, analysis taxonomic was done by classifying the parts in the focus data or domain into three groups.

3. Componential Analysis is the third step in this analysis technique. Spradley (1979: 174) states that it systematic search for attributes (component of

meaning) associated with cultural symbols. According to Garrido (2017:46) componential analysis determined similarities and differences the relationship among domain that has been classified. This study applies componential analysis after the researcher finds the result analysis of translation technique and quality in the taxonomy analysis and it used to recap the result.

In this analysis, the researcher connected component to the category that have been classified into analysis taxonomic. The process begins by searching the component of data classification. The predictions of components are performed in the table below.

Table componential analysis

<b>Focus data/domain</b>	<b>Data classification</b>	<b>Component</b>
The implementation of CTBI in elementary school	Teachers' preparation in implementing CTBI at SDI Miftahul Huda Nganjuk	<ul style="list-style-type: none"> <li>- Preparing syllabus and lesson plan</li> <li>- Teachers' material development using English instruction</li> </ul>
	Teachers' procedure in implementing Theme-Based CTBI	<ul style="list-style-type: none"> <li>- Pre-activity: praying and greeting</li> <li>- whilst-activity: applying strategies to learn English</li> <li>- post-activity: feedback and motivation</li> </ul>
	Teachers' evaluation in implementing Theme-Based CTBI	<ul style="list-style-type: none"> <li>- Formative and summative evaluation</li> <li>- CPT test, conversation test and final test.</li> </ul>

4. Cultural theme analysis is the final process in analysis technique. Cultural analysis conducts by developing themes that go beyond such as inventory of domains to discover the conceptual themes that members of a society use to connect these domains (Spradley, 1979: 185). Conducting analysis theme is by referring the domain and classification taxonomic to connect with the context, thus the researcher can find the interpretation appropriately.

The cores gotten by researcher are in preparing the implementation of CTBI, the teacher developed the material using English instruction. The use of language skill divided into English component and English skills. The procedure used by teachers in implementing CTBI includes pre-activity, whilst activity and post activities. While in evaluating the implementation of CTBI includes teachers' control both written and spoken, conducting CPT test, conversation test and final test.