CHAPTER III

RESEARCH METHOD

This chapter presents six topics dealing with the research method. Those are: research design, subject of the study, data and data sources, method of collecting data and research instrument, method of data analysis and trustworthiness of study.

A. Research Design

In this study the researcher uses descriptive study with qualitative approach. Qualitative research is used by the researcher to conduct this study because the researcher seeks to understand a phenomenon, a process, or a particular point of view from the perspective of those involved (Ary *et al*, 2010: 453). The central purpose of this study is to understand the world or the experience of another. The ultimate goal of this kind of research is to portray the complex pattern of what being studied in sufficient depth and detail so that someone who has not experienced it can understand it. This research concerns on the describing and analyzing a phenomenon that is happened in teaching and learning process, that is using process based approach to teach writing.

Qualitative research discuses a variety of approaches, including case study, ethnography, critical ethnography, performance ethnography, grounded theory, phenomenology, narrative inquiry, historical research, descriptive

research, document or content analysis, naturalistic observation, and focused interviews (Ary *et al*, 2010: 451). This research is categorized into the descriptive study which refers to the researcher's act in arriving and identifying a rich description of the people, objects, events, places, conversations and so on. Since in this case the main concern is the researcher wants to describe and elaborate the implementation of process based approach used by the English teacher at the grade to teach writing.

This descriptive study is also able to produce the data in the form of written words rather than numbers or statistics. According to Furchan (1982:415) descriptive research is describing variable or condition of "something" in certain situation. Tarigan (1992:105) stated that the descriptive research is a research which is describing the phenomenon naturally without manipulation or experiment.

In this research, the researcher would like to describe about the implementation of process based approach which is used by the subject of this research that is English teacher at 8th grade of MTs Negeri Ngantru in teaching writing.

B. Subject of The Study

Subject of the study in qualitative research can be various. In this case, the subject of study is an individual that is intended to be studied since the research was conducted to describe and elaborate the implementation of process based approach to teach writing. Actually not all teachers using

process based approach to teach writing. In this case only English teacher at 8th who used process based approach to teach writing. So,the subject of this study is English teacher at 8th grade of MTs Negeri Ngantru.

C. Data and Data Sources

Data are any selected information that must be collected in the research. According to Arikunto data is written facts or notes gotten by the researcher that will be organized in research activity. It can be in the form of written or something recorded. The data should be taken from the data sources. In this case the data is in the form of the information and description about the implementation of process based approach that is used by English teacher to teach writing of students at 8th grade of MTs Negeri Ngantru.

Data source is the supplies information that can be acquired to fill the needed data of the certain research. Sugiyono (2009: 153) stated that based on the sources, data can be classified into two those are primary data and secondary data. Primary data source is source of data which is related to the subject of this study that is taken through the researcher directly. In this research the primary data source is taken from conducting observation toward teaching process in the class that is done by the English teacher at 8th grade. The observation is conducted directly by the researcher.

Secondary data source is a source of data that is taken by the researcher indirectly from the subject or data that is gotten from the other resources. It is usually has been arranged in the form of document. It can be

from relevant books, journal, etc. The secondary data sources of this research were used to complete the primary data. The secondary data used by the researcher in this case is the document about the list of students' name, the list of students writing score, the students writing product, and some picture when conducting observation. Those secondary data are gotten from documentation.

D. Data Collection Method and Research Instrument

1. Data Collection Method

According to Arikunto data is written facts or notes gotten by the researcher that will be organized in research activity. It means that data is the important information that becomes the source of problems that wants to be solved. It can be in the form of written or something recorded. Since data is very crucial thing in the research, in this case the researcher also uses certain data collection method.

Data collection method is systematic gathering of data for a particular purpose from various sources (http://www.reference.md/files/D003/mD003625.html). In this research, the researcher uses two techniques in collecting data, they are:

a. Observation

Observation is a system to gather the data by doing survey and making note systematically about phenomena being presented. According to Hasan (2003:121) observation can be done to get the

data from the activity, place and thing. Ary et al., (2010:431) stated that qualitative observations rely on narrative or words to describe the setting, behaviors, and the interactions.

In this research the researcher used participant observation and a systematic observation. Participant observation is the observation when the observer is directly involved in the location to be observed or the observer is in the place, looking in the object of observation (Creswell, 2008:222).

In this case, the researcher ask permission to the headmaster and English teacher to observe the process of teaching and learning English at 8th grade of MTs Negeri Ngantru. The researcher joint in the class of subject of the research, in this case is class 8. Then the researcher observed the implementation of process based approach in teaching students writing. The observation was conducted at 29th of January 2014 up to 11th of February 2014.

Systematic observation was used in this research. Systematic observation is an observation in which the researcher or observer used observation guide as an observation instrument (Arikunto, 2006:16).

b. Documentation

Arikunto (2006:231) indicated that documentation is used to get the data directly from the place research usually they are relevant books, laws, activities report, photos, film documenter, archives, letters, diary, journals and other written text in order to be used to

analyze the problem. Documentation is a process of recording data from the document that is collected from non-human source. In this research, the researcher use the document such as the list of students' name, the list of students writing score, the students writing product, and some picture when conducting observation.

2. Research Instrument

Research is kind of measurement. In research the researcher needs good tools or instruments that can really measure what the researcher intended to know that called research instrument. According to Sugiyono (2013) research instrument is a tool or instrument used to measure nature and social phenomena observed. Then, in this case the research instruments used by the researcher are:

a. Observation Guide

The observation was done during the teaching and learning process. The researcher observed and taking note to the process happened during teaching and learning. In this case, the researcher observed writing class in which the English teacher used process based approach. The main concern in the observation is the activities done by both of teacher and students while teaching and learning. The observation was conducted in a class 8 of MTs Negeri Ngantru in which the English teacher taught writing using process based

approach. In this case the researcher observed the English teacher when she taught class 8A that consist of 38 students.

In this research, the researcher used observation sheet as an observation instrument that contained the list of activities that might appear in the class. The activities are based on the writing process as general, starting from pre-writing up to editing. The observation sheet which was used by the researcher was in the form of checklist (Yes/No) classroom activity. It included the English teacher's activity in the classroom, students' activity in the classroom, and the implementations of process based approach that is applied by the teacher in the class.

b. Document Analysis Guide

To complete the information from observation, in this case the researcher analyzes the document concerning the implementation of process based approach in the class. The researcher analyzes the teacher's lesson plan that is used by the teacher to teach writing using document analysis guide. The document analysis guide is in the form of checklist that contains the activities includes in the lesson plan used by the teacher. The activities are also suitable with the writing process, starting from prewriting, drafting, revising and editing. It helps the researcher to complete the information about the implementation of process based approach in teaching writing.

E. **Technique of Data Verification**

The data obtained in the research need to be valid, so in this case the researcher verify the data using triangulation techniques. Moleong (2008:330) clarified that triangulation is a technique to check the validity of data which uses something else to be the comparison toward that data. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collections. Based Sugiyono (2009:330) the aim of triangulation data is not to determine the truth about some social phenomenon, rather the purpose of the triangulation technique of data is to increase one's understanding of whatever is being investigated.

Triangulation is a technique which is applied to check the validity of the data by employing the elements outside the data and it is functioned as the evaluator of that data. Thus, it is useful to check the validity of the research findings as well as to increase the researcher understanding. Besides, it is used to support the research findings and recheck its validity. Patton (2002) cautions that it is a common misconception that the goal of triangulation is to arrive at consistency across data sources or approaches; in fact, such inconsistencies may be likely given the relative strengths of different approaches.

According to Patton (2002) there are four kinds of triangulation technique. They are: method triangulation, data triangulation, researchers' triangulation, and theory triangulation. Method triangulation uses more than one method of data collection to know the consistency. Data triangulation is

in which the researcher uses various data sources. Researcher triangulation is in which employ different researcher for the same research field, and theory triangulation is in which the researcher uses some different perspective theory to interpret the same data.

In this case the researcher uses theory triangulation. It involves consideration of how the phenomenon under study might be explained by multiple theories. Considering different theories, the researcher may gain better insights. The main discussion of this research is the implementation of process based approach to teach writing in which the approach is emphasizing on the process of writing. So, in this case the researcher quotes some theories about process in writing.

According to Richards and Renandya (2002) in the book titled *Methodology in Language Teaching* and Gebhard (2000) in the book titled *Teaching English as a Foreign or Second Language,* they wrote that there are four steps or process in writing. The processes are prewriting, drafting, revising, and editing such briefly explain in the previous chapter. In addition Susan Fawcett in her book *Evergreen (A guide to writing with reading)*, 2011, she wrote that there are three steps in the writing process. They are prewriting, writing and revising. In prewriting what the learners do are: thinking about possible subjects, freely jotting ideas on paper or computer, narrowing the subject and writing your main idea in one sentence, deciding which ideas to include, arranging ideas in a plan or outline. In the writing step the activities are: writing the first draft, rethinking, rearranging, and revising

as necessary. For the last steps the learners do are: writing one or more new drafts, proofreading for grammar and spelling errors. It can be said that the writing process are quite same based on some theories. So, the data taken by the researcher concerning the implementation of process based approach in teaching writing is valid.

F. Data Analysis

According to Bogdan in Sugiyono (2013:334) "Data analysis is the process of systematically searching and arranging the interview transcripts, observation sheet, and other materials that you accumulate to increase your own understanding of them and to enable you to present about what you have discovered to other". Data analysis is a process whereby the researchers systematically search and arrange the data in order to increase their understanding of the data presented and to enable them to present what they learned to others. Data analysis is done after the data is completely collected.

The techniques of data analysis in this research are qualitative data analysis. The finding of the study will be analyzed qualitatively by some steps. In this research, the researcher followed steps in data analysis by Milles and Huberman (1994:10) which is called as *Interactive Analysis Model* that consists of data collection, data reduction, data display and drawing conclusion.

1. Data Collection

In this step, the researcher collected the required data. The data is taken directly from the field by observation. Observation is done during the teaching and learning process. During conducted observation, the researcher bring observation guide that contains the activity done by both teacher and students during writing process in the class. It helps the researcher to code the important information from the activity done in the class. Bogdan and Biklen (1998) suggest, that the researcher can actually begin some data analysis in the field, while collecting the data. In the other hand coding is the process of continous refinement; initial categories may be changed merged or omitted; new categories are generated; and new relationship can be discovered.

2. Data Reduction

The next phase is data reduction. Data reduction is form of analysis that sharpened sorts, focuses, discards, and organizes the data in such a way that final conclusions can be drawn and verified. Data reduction is applied based on the research question. The data which were not suited with the proposed research question were discarded. In this case, the researcher only concern on the implementation of process based approach to teach writing. So the data that is taken which is around the activity done by both of teacher and students in the process writing in the class. All the taken data were transcribed and the selected data were then

organized to be displayed. Therefore, unimportant data were reduced by the researcher.

3. Data Display

The data display presents the process of showing data simply in the form of words, sentences, narrative, table, and graphic in order that the data collected is mastered by the researcher as the basic to take appropriate conclusion. In the study, the data that will be displayed is the result from observation. In this step, the researcher gave much description about the implementation of process based approach to teach writing for students at 8th grade.

4. Drawing Conclusion

Drawing conclusion is the last phase where the researcher summarized the discussion to make the conclusion of this research. It was last procedure of analyzing the data of this research. After the data were displayed, a conclusion was drawn. The conclusion was drawn from the proposed research questions. The conclusion drawn from the implementation of process based approach to teach writing for students at 8th grade of MTs Negeri Ngantru.