

CHAPTER III

RESEARCH METHOD

This chapter describes the research design, data and subject of the study, data collection method, data analysis and trustworthiness of the data.

3.1 Research Design

The study was intended to understand a phenomenon of implementation Scientific Approach in English instruction. According to Cresswell (2012) research is a process of steps to collect and analyze information to increase our understanding of a topic or issue. The present study employed descriptive research with qualitative approach. Crug and Schluter (2013) state that qualitative research typically focuses on one or a few piece(s) of evidence and analyses it in detail and with a view to a variety of its characteristics. The purpose of qualitative study is to describe the empirical reality behind the phenomenon in depth, detailed and thorough. Therefore the use a qualitative approach in this research was match between empirical realities with the prevailing theory using descriptive method.

The main point of this research was to collect and to accumulate the basic data in descriptive way. It was intended to describe about the implementation of Scientific Approach in English instruction based on the Curriculum 2013 at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar. This research was generally used to make a description systematically to a certain facts.

The use of descriptive qualitative in the current research attempted to describe the implementation of Scientific Approach covering observing,

questioning, experimenting, associating and communicating in English instruction. The description then was identified, analyzed, and concluded based on the situation on the field. The reported data were based on several aspects of the teaching and learning process, including the implementation of Scientific Approach based on the Curriculum 2013 in English instruction at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar.

3.2 Data of the Study

Data are any information that answer the research question. In this study, the data dealt with the answers of the proposed research questions the implemented of Scientific Approach covering observing, questioning, experimenting, associating and communicating in English instruction. The data were collected from doing observation in the form of description about English instruction implementing of Scientific Approach. To support the data from the observation, interviewing students and teacher was done. Syllabus and lesson plan were used as the documentation to support the data from the previous techniques.

3.2.1 Subject of the Study

The subjects of this study were English teacher and students. The first subject was the English teacher at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar, who have taught eighth grade. To strengthen the data, the researcher also collected data from the students of two excellent classes, the saturated the data were collected from interviewing five students from two classes. Both of the teachers and students were the subject who provided information about the

implementation of Scientific Approach in English instruction based on the Curriculum 2013 at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar.

3.2.2 Setting of the Study

The study was conducted at Madrasah Tsanawiyah Negeri 2 Kunir Wonodadi Blitar. The school is located at Jl. Ponpes Al- Kamal Kunir Wonodadi Blitar. This school has 8 regular classes and 2 Excellent classes for eight grade, those are VIII-1,2,3,4,5,6,7,8, and Exc.1 and Exc.2 . In this study, the observed classes were excellent classes. The reason for choosing Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar as the setting of the study was based on consideration that this school has implemented the Curriculum 2013 for more than 2 years. This school was chosen by the government as one of junior high schools which has been given mandate to implement the Curriculum 2013. For this school has experienced in the implementation of the Curriculum 2013 for more than two years, it was expected to get more information regarding to the implementation of English instruction based on Curriculum 2013 related to Scientific Approach.

3.3 Data Collection Method

In this study, the researcher was the main instrument. She means anything what were needed to answer the research questions. To help the research to collect the needed data three methods of collecting data were employed. They were observation, interview, and documentation.

3.3.1 Observation

In this study, observing teacher's activities was done in the classroom setting. Ary *et al* (2010) defined that observation is a basic method for obtaining data in qualitative. According to Creswell (2009) observation is the process of gathering open-ended firsthand information by observing people and places at a research field. It means that observation was needed to collect the data about Scientific Approach applied in English teaching and learning process. In this study, the observation sheet was used resulting data in the form of descriptive. There descriptive data were called field notes. Field notes are text (words) recorded by the researcher during an observation in a qualitative study (Creswell: 2012). The observer sat in the back of classroom to watch and record the teaching and learning process. The way in doing observation were: 1) the researcher prepared the observation sheet, 2) the researcher joined the classroom, and 3) the researcher observed English teacher were teaching and learning in the classroom. In this research, observation was conducted to describe the teacher's practices in implementing of Scientific Approach in English instruction. In conducting the observation, the observation check list was designed related to the phase of implementing the Scientific Approach. The observation was conducted during the teaching and learning process.

To support the needed data, the implementation of the Scientific Approach was elaborated in the form of field notes, this field notes was potential to record every activities of implementation of the Scientific Approach in English instruction.

3.3.2 Interview

In qualitative interview, the researcher conducts face to face interviews with informant. According to Singleton, et al (1993), interview is face to face discussion or communication between interviewer and respondent. Ary, et al (2006) state interview is a way to gather data or information on the participants' opinion, beliefs, and feeling about the phenomenon. Moreover, Ari *et al* (2010) mentions three are kinds of interview as follows:

- a. Unstructure interview. In this type of interview, direction of interview greatly is guided by respondents' answers. So, the direction of interview is difficult to be predicted.
- b. Semi-structured interview. This interview starts by general idea from researcher but during conducting interview it does not use the questions that has been arranged previously.
- c. Structured interview. The direction of interview is guided by general idea of researcher from question list that has been arranged previously.

Based on the types of interview explained above, the researcher used unstructured interview. In this research, before conducting interview the researcher brought general idea by some questions prepared before. The targeted interviews were English teachers and the students of Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar. The interview focused on the Implementation of Scientific Approach in English instruction based on the Curriculum 2013. Finally the researcher recorder their answer and then wrote the result of the recording.

3.3.3 Documentation

Another method employed to get data about the implementation of Scientific Approach in English instruction base on the Curriculum 2013 was documentation. Documentation can be important data source in this study. Arikunto (2006) states documentations are the data from the transcripts, books, documents, notes, and pictures. The documents were considered important since the data gained were real written explanation. It also helped the researcher describe the real process on the implementation of Scientific Approach in English instruction based on Curriculum 2013. The documents observed and learnt in this research covered lesson plans and teaching materials. Cresswell (2009) conveys some advantages of document review, namely (1) the document enable the researcher acquires the textual words from the participants, (2) the document is able to get any time, (3) the document provides quality information since it is produced well (4) the document is simply able to economize the time to transcript.

The documents analysis on teacher's lesson plan was carried out to find out the adequate data about the components of the lesson plan made by teachers. Therefore, the depth analysis on English teachers' lesson plan was needed to identify the procedures of Scientific Approach. Then, the results of documentation were useful to support the lack of data collected through conducting interview with English teacher and the students.

3.4 Data Analysis

In this study, the data were taken from three methods of collecting the data; they were doing observation, interview and documentation. In analyzing the collected data, in qualitative analysis process, by using interactive model proposed by Miles and Huberman (1984) covering data reduction, data display, and conclusion drawing/verification (see Figure 3.3).

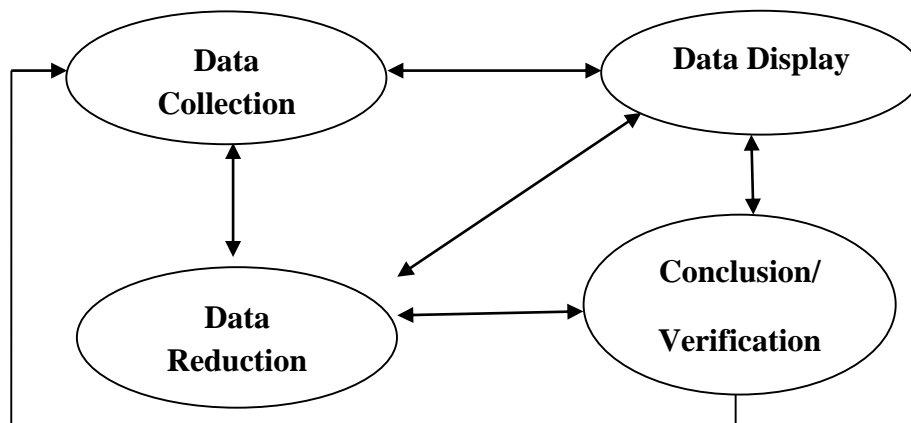


Figure 3.1 Data Analysis Process (Adapted from Miles and Huberman, 1984)

The first step was collecting the data from the process of observation, interview, and documentation. The next step was data reduction. It was done by coding, classifying and sorting out the important data related to the research questions of the study. The data which were not suited with the proposed research questions were discarded. The steps of data reduction involved transcribing interview, typing of field notes, or sorting and arranging the data into different types depending on the sources of information. All the transcribed and selected data were then organized to be displayed.

The next step was displaying the data. In this step the selected data related to the research questions were presented in the form of table, figure or description. In this research, the displayed data consisted of the information about English instruction related to the implementation of Scientific Approach.

The next step was drawing conclusion or verification. In this step, the conclusion was drawn based on the data and the information gathered during the research conducted. The drawn conclusions related to the implementation of Scientific Approach in English instruction based on the Curriculum 2013. From the presented data taken from doing observation of English teaching and learning process, interview and document analysis the conclusion was drawn.

3.4 Trustworthiness of the Data

The trustworthiness of the data can be defined as every situation that must demonstrate the right value, provide the basic to be implemented and allow the outside decision that can influence the consistency from its procedure and neutrality of the findings and decisions (Moleong, 2007). In qualitative research, the trustworthiness of the data has several criteria namely credibility, transferability, dependability, and confirmability.

The credibility of the data was supported by the use of triangulation. The purpose of triangulation in qualitative research is to increase the credibility or validity of the result. Denzin in Patton (1990) states there are four kinds of triangulation namely data triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation.

The researcher used data triangulation and methodological triangulation. Data triangulation was proven by the use of different data sources. Meanwhile in methodological triangulation the researcher got the data by using different techniques. Both of the triangulation gave impact to make the data more credible. Here, the researcher took the data from some different kinds or sources, they were teacher, students, and took data document. The methods to get the methodological triangulation were the data gotten from interview, observation and document.

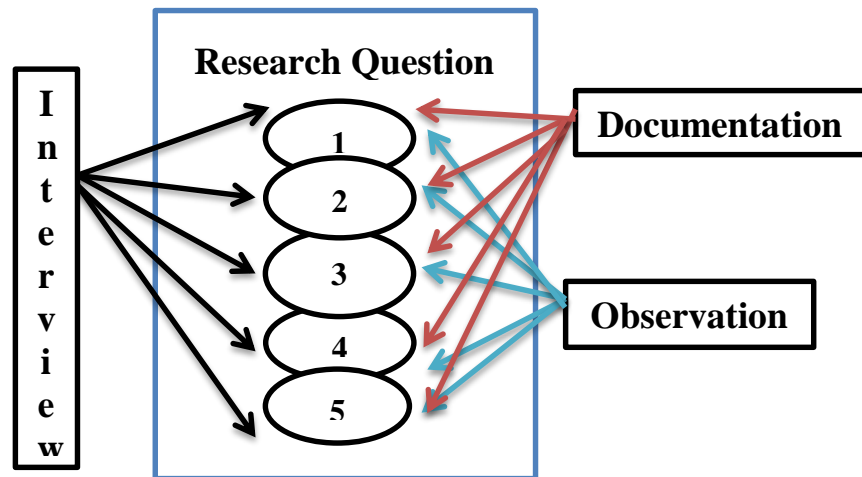


Figure 3.2. The Sketch of Methodology Triangulation

The figure 3.2. showed visual overview in how the research questions answered. The data of the research questions Number 1, 2, 3, 4, and 5 were collected through using three methods of collecting data; they were interview, documentation and observation. Thus the data of the research question Number 1 until number 5 were triangulated methodology.

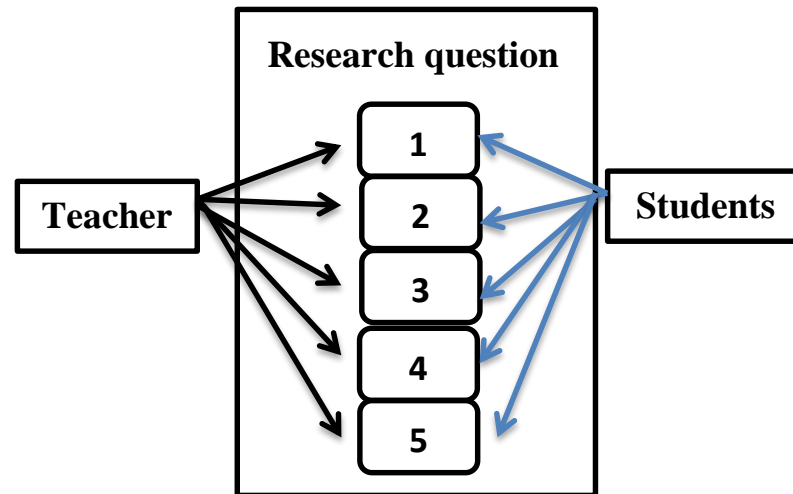


Figure3.3. The Sketch of Data Source Triangulation.

The Figure 3.3 also showed visual overview in how the research questions were answered. The data of the research questions number 1 until number 5 about the five phases of Scientific Approach based on the Curriculum 2013 were collected from two different subject; they were the teacher and students. Thus the data of the research question from number 1 until 5 were triangulated from data source point of view.

Based on the figure above the data of the study were credible. The credibility of the data was also proven by using transferability. It was done by presenting the data and findings in details. By doing this findings could be transferred to other subjects whose characteristics are similar with the subjects of the present study.