

CHAPTER III

RESEARCH METHOD

This chapter discusses the research method in this study. It covers discussion about research design, subject of the study, data and data source, Technique of data collection, technique of data verification, and data analysis.

A. Research Design

Before we know the research design, it's better to know what the meaning of research is briefly defined. As stated by Ary et.al (1985: 21) "Research may be defined as the application of the scientific approach to the study of a problem". Problem is something which has to be solved. Thus, research is required to look for the answer relate with problem which want to be solved. In research, the researcher must have design to make easy in analyzing the data. A research design is a plan or strategy for conducting the research. It is required to get dependable and useful information. To know what design which should be taken by the researcher, the first the researcher has to look at the problem of research.

As stated in problems of the research, this research is conducted to describe teaching reading procedure text by using contextual teaching and learning. In this study, the researcher uses descriptive research. Ary et.al (1985:322) explained "Descriptive research method is used to obtain

information about existing conditions and have been widely used in educational research. The aim of descriptive research is to describe “what exist” with respect to variables or conditions in a situation”. Then, Mack et.al (2005: 3) added that descriptive research is used to explore the phenomena by conducting interview, focus group and participant observation, shortly this study is more flexible. In other word, in descriptive research, the information is obtained by in-depth interview with the participants.

B. Subject of the Study

Subjects in a study are required to get the needed information. Lodico et.al (2006: 266) revealed “Depending on the types of questions asked, the researcher will want to select the subjects so that they will be able to provide the key information essential for the study”. It means that in qualitative research, the researchers select their subject based on the subjects’ knowledge which is capable to answer the question.

In this research, the researcher chooses the subjects by applying selection. For selecting the proper subjects, the researcher has observed the subjects’ daily in the class. From the observation, the subjects are twenty five students from eight B class in the academic year 2015-2016. The writer saw that in this class the students have low spirit and motivation, so this condition is easier to conduct the research.

C. Data and Data Source

The aim of the research is to get data. The data is the important tools in the research which are in the form of phenomenon in the field and number. From the data, the researcher will know the result of the research. Collecting the data must be relevant with the problem of research. The data in this research will be in the form of descriptive qualitative data and use qualitative data procedure for the data analysis.

Data in this research obtained from conducting interview with the participants (about learning strategies of contextual teaching and learning to teach reading procedure text) which is supported by questionnaire to get validity in learning strategy is mostly used, and documentation as follows the participants' transcript grade list. In taking data, the researcher needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data sources are the important thing in conducting research. Thus, data source is the substance where the researcher will get information that is required. Ary et.al (1985: 332) argued that in qualitative research, there are two sources that can be used to get the data. Those are:

1. Primary source

Sugiyono (2008: 225) stated that primary source is source which can give valuable information directly. In other word, the primary source is to give prominent data relate to problems of the research. For the primary source, the researcher uses the result of interview and questionnaire. In qualitative research, the result of interview can be used as the strongest source to get the information.

2. Secondary source

Secondary source is additional source to get the data. Given (2008: 803) argued "Secondary data source is preexisting source that have been collected for a different purpose or by someone other than the researcher". In other word, secondary source has function to collecting data for different purpose when conducting research. Here, the secondary source which is used is document. The document is the subjects' grade transcript. The grade transcript is used to know the students who include in twenty five students from eight B class.

D. Data Collecting Technique and Instrument

Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easy. Here, the instrument is researcher herself.

Sugiyono (2008: 222) stated that in qualitative research, the instrument is the researcher themselves. Hence, the researcher should be validated by themselves about their ability in conducting research. Data is information that has been collected by conducting research. To get the reliable data, the researcher has to do some techniques for collecting those data. Data collecting technique is an important step in research, because the aim of the research is to get the data. Collecting data can be done in any settings, any sources, and any

ways. There are five data collecting technique. Those are observation, interview, questionnaire, documentation and triangulation.

In qualitative research, collecting the data mostly is done in participant observation, depth interview and documentation. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this research, the researcher uses questionnaire observation and interview.

1. Questionnaire

Questionnaire is needed in this research to collect the data. Kothari (2004:100) states that this method of data collection is quite popular, particularly in case of big enquiries. He says that "to be successful, questionnaire should be comparatively short and simple i.e., the size of the questionnaire should be kept to the minimum".

Nunan (2008:143) says that questionnaire enable the researcher to collect data in field setting, and the data themselves are more enable to quantification than discursive data such as free form field-notes, participants observers' journal, the transcript of oral language.

According to Sukardi (2008:77), questionnaire can be divided into two kinds namely opened questionnaire and closed questionnaire. Opened questionnaire is usually made with questions such as whether, why, when, how, and whom. Meanwhile, closed questionnaire provides alternative answers which

are appropriate to the respondents and they can choose one of the answers that most suitable with the respondents perspectives.

In this study, the researcher used closed questionnaire and distributed the questionnaire to the students at the end of the teaching and learning process. The questionnaire was used to find out what the students' perspectives were after being taught by using Contextual Teaching and Learning approach.

2. Observation

Observation is one of the procedures for collecting data used in this study. Kothari (2004:96) states that the observation method is the most commonly used method especially in studies relating to behavioral sciences. He adds that while using this method, the researcher should keep in mind things like: What should be observed? How the observations should be recorded? Or how the accuracy of observation can be ensured? Therefore, the researchers are expected to get the information they need.

In this study, the researcher observed the application of the Contextual Teaching and learning approach in constructivism theory on teaching reading procedure text used by the teacher. The researcher acted as a non-participant observer when doing observation. It means that the researcher did not take a part in the teaching and learning process. In addition, the researcher did not do any interactions with the teachers and the students while the process of teaching and learning took place. The researcher just sat at the back of the classroom and checked the observation sheet. The kind of observation: in this study is structured

observation. Cohen et al. (2005:305-306) states that structured observation is a very systematic and enable the researcher to generate numerical data from the observation.

3. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary et.al (1985: 342) stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic.

For additional, Syamsuddin (2011: 95) stated that in qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography.

In this research the interview was conducted to gain additional data from the teacher's view regarding the implementation of CTL approach in constructivism theory. The interview was based on the interview guide compiled by the writer (see appendix 6) consisted of live main questions. The questions are in accordance with how the CTL approach is implemented. The role of the CTL approach in helping students in understanding the material taught, making

them to get more involved in the learning process, and the students' result estimation when the CTL approach was implemented.

E. Technique of Data Verification

In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell (2009: 191) classified the validity of data into eight strategies. Those are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.

2. Use member checking to determine the accuracy of the qualitative finding

through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.

3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.

6. Spend prolonged time in the field.

7. Use peer debriefing to enhance the accuracy of the account.

8. Use an external auditor to review the entire project.

In this research, the researcher uses triangulation technique. Cohen (2000:112) stated "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior". Thus, triangulation technique means the researcher uses two or more techniques in collecting the data to get validity. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin in Patton (2009:21) stated that there are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and collecting the data, the validity of data can be increased.

3. Methodological triangulation

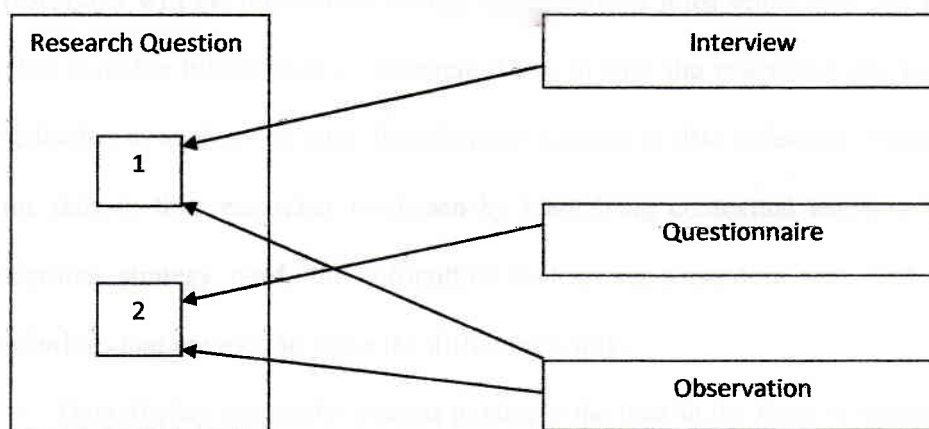
Methodological triangulation refers to researcher uses more than one method in the research. Cohen (2000: 113) explained "Methodological triangulation is using the same method on different occasions or different methods on the same object of study". Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory.

From those types of triangulation, the researcher uses methodological triangulation. To get validity of data the researcher uses more than one method in the research. Here the researcher get information from different instrument those are interview, observation, and questionnaire. It can be described as follows:

Figure 1.1



F. Data Analysis

After collecting the data, the researcher analyzes the data. Wiersma (1991:8) stated “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and

interpretation of the phenomenon under study". In short, data analysis is systematically process to analyze data which have been collected.

To analyze the data, the researcher uses descriptive qualitative to analyze data. According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher will get much data. Hence, the researcher must select data that will give valuable information in research. Thus, at first the researcher has to do reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying contextual teaching and learning strategy used, the difficulties in learning procedure text, and the solutions that are used to solve the difficulties only.

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data.

In displaying data, the researcher describes data that have been reduced into sentence form. Sugiyono (2008: 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher

arranges the data in good sequence of narrative text in order to be easier to understand.

For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display.

In short, the steps in analyzing the data are: (1) the researcher collects the data through interview and questionnaire. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn. Moreover, to get validity of data, the observation and interview is supported by questionnaire.