

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher uses the qualitative descriptive research design. This study is qualitative in nature in that it seeks to document, and interpret naturally occurring data in the content based instruction classroom setting. For this reason, the writer made no attempt at manipulating variables or predicting performance. Parkinson and Drislane have the definition of qualitative research as a research which uses method like participant observation or case studies which result in a narrative, descriptive account of a setting or a practice. As Merriam stated that qualitative research is interested in understanding the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world (Merriam, 2009, p.13).

B. Research Setting

This research conducted at SMA Banua Bilingual Boarding school Kal-Sel, Kabupaten Banjar, Kalimantan Selatan, The researcher chooses this school because it is one of the favorite school in Kalimantan Selatan. It is also one of the school that use content based instruction in Biology Teaching process. This approach is useful for the learners in getting a target language because in content based instruction, the learners are expected more focus within the context of the content.

C. Subject of Research

1. Subject

The subject of this research is the students in the eleventh grade of Boys at SMA Banua Bilingual Boarding School, Kabupaten Banjar.

D. Source of Data

1. Data of research

The data which is investigated in the research are divided into two kinds, as follow: primary data and secondary data

2. Source of Data

The researcher takes the data from data sources. In this study the data sources are from respondents, informants, and documents.

a. Respondents: the teacher who using content based instruction in teaching biology and the students in eleventh grade of SMA Banua Bilingual Boarding School.

b. informants: head master and administration staff at SMA Banua Bilingual Boarding School.

c. Documents: all written reports and important document which is needed in this research.

E. Technique of Data Collection

According to Rakim (2008:01) defines research instruments are the tools that will be used for data collection. Therefore, to obtain the data, the researcher does some procedure of techniques collecting, they are:

1. Observation

This technique is use to collect the data by observing the classroom directly in the place to see how the teacher use content based in biology teaching at the eleventh grade of SMA Banua Bilingual Boarding School which is believed to help students in learn and get the target language. In this study, the researcher uses observation guide and field note.

This research are absolve about how the teacher reviews previous day's course content, summarizes course content covered, directs students preparation for next class, provides well-designed materials, invites class dicussion, Employ other tools/ instructional aids (i.e tecnology, computer, etc), Appears knowledgeable, Explain concept clearly, Relates concepts to students' experience, Involves students actively in all phases of the learning process.

2. Interview

According to Allport (in Hadi, 1992): 'If we want to know how people feel, what their experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do-why not ask them'.

This technique is used to interview the informant in order to find out details about the using of content based instruction in teaching english process especially of helping students in getting the target language.

NO.	INTERVIEW GUIDANCES
1.	What is your education background?
2.	How long have you tught in this school?
3.	How long was your experience in learning Biology?
4.	According to you, does an approach and method are important to use in learning process?
5.	How does students' responses when you use CBI approach in your subject matter?
6.	Do you always use CBI approach in every learning process?
7.	Do you always do the evaluation for your students' learning outcomes in the last meeting?
8.	Does CBI approach can help students' successful in getting the target language?
9.	What are your challenges in using CBI approach in your subject matter?
10.	Do you find the students confusing about the lesson?

3. Documentation

This technique is aimed to look for written reports or documents that perhaps add any record of data by take some pictures in learning process and all about the facilities that they use in learning biology subject.

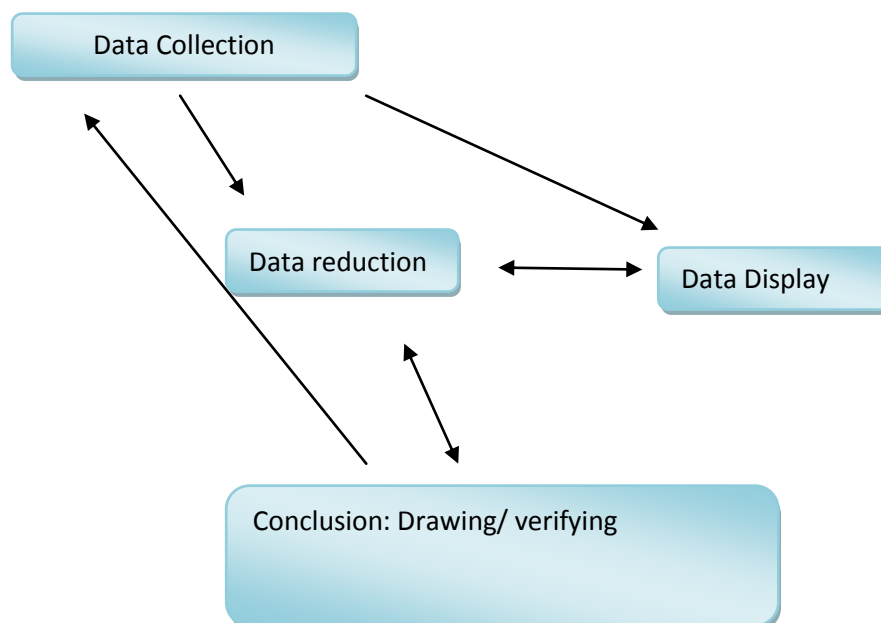
F. Technique in Analyzing Data

After compiling the results of observations and interviews systematically, all the data is collected and processed and then analyzed by descriptive and qualitative. Analysis of the data in a simplified process by which data into a form that can be read and understood easily.

The process of data analysis takes places simultaneously or alternating, which mean the data itself, the data analysis process can be described as follows:

Figure 3.1 Component of data analysis

Component of data analysis: interactive model: (Matthew, Miles, and Michael, Huberman, 1994, p.20)



According to Miles and Huberman stated that analysis of qualitative data is using words that are always arranged in an expended text or described. At the time of giving meaning to the data collected, and interpreted the analysis of data. (Djunaidi, Ghony and Fauzan, Almanshur, 2014, p.306).

To know the process of english language teaching in XI grade of SMA Banua Bilingual Boarding School, the steps of the data analysis are as follows:

1. Data Reduction

Data reduction: Data reduction occurs continually throughout the analysis. It is not something separate from the analysis, it is part of the analysis. In the early stages, it happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoring, and associated activities such as fiding themes, cluters and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concept is also a way of reducing the data. In the need to reduce data, qialitative analysis is not diferent from quantitative analysis, and the parellels in conceptual structure are shown in the levels of abstraction diagram. In both quantitative and qualitative analysis, the objective of data reduction is to reduce the data without significant loss of information. In qualitative analysis, an additional important component of not losing information is not to strip the data from their context.

Data reduction is a form of analysis that classifies, directing, and managing data in such a manner, so as to reducethe verification data. Collect data obtained from interviews, observation, and documentation. Sugiono explain that in reducing data, the researchers were guided by research objectives will be achieved. The main objective of the qualitative research is located on the findings. Therefore, if researchers in conducting research find everything seen strange,

foreign, unknown, and yet has a pattern, this is exactly what should be a focal point in doing data reduction. (Sugiono, 2007, p.93).

2. Display Data.

Data display: Data displays organize, compress and assemble information. Because qualitative data are typically voluminous, bulky and dispersed, displays help at all stages in the analysis. Miles and Huberman regard displays as assensial, often using the phrase ‘ you know what you display’. They have no doubt that better displays are a major avenue to valid qualitative analysis. There are many different ways of displaying data-graphs, charts, networks, diagrams of different types (Venn diagrams, causal model, etc.) and any way that moves the analysis forward is appropriate. Displays are used at all stage, since they enable data to be organized and summarized, they show what stage analysis has reached and they are the basis for futher analysis. The message is clear: good qualitative analysis involves repeated and interactive displays of data. The same point is made in the grounded theory literature. The data have been reduced and than make a presentation data. Presentation of data can be done in the forn of brief description,charts, relation between categories and so on. The most frequent forms of display data for qualitative research data in the past in the form of narrative text. With the display data, the data is structured, arranged in a pattern of relationship which will be easily understood.

3. Drawing and verifying conclusions

Drawing and verifying conclusions: the reason for reducing and displaying data are to assist in drawing conclusions. While drawing conclusions logically follows reduction and display of data, in fact it takes place more or less concurrently with them. Thus possible conclusions may be noted early in the analysis, but they may be vague and ill-formed at this stage. They are held tentative pending further work. And sharpened during it. They are not finalized until all the data are in, and have been analyzed. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified.

Drawing and verifying conclusions, presented the initial conclusions are still tentative and will be changed if it does not find evidence that supports robust data collection at a latter stage. Conclusions in qualitative research may be able to answer the problem formulation formulated from the outset, and may not, because as it is known problems in qualitative research is still tentative and will be developed after research in the field. From the above, researcher will apply the technique to describe and analyze the data from the result of research on teaching English to blind students systematically.