

CHAPTER III

RESEARCH METHOD

A. Research Design

This research will be using descriptive qualitative method because this research focused on description about the technique that teacher use for teaching advanced and intermediate level students in Language Development Unit English classes in UIN Antasari Banjarmasin. Descriptive method is a method used to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur (Sugiyono, 2008). The type of this research is field research. This research has two stages. In the first stage is observation. In the observation research the researcher will observes all the activity that happen in the class of advanced and intermediate level students. The second stage is interview. The researcher will do interview with the teacher, the researcher will ask the teachers about the technique that they use for teaching in the Language Development Unit English classes.

B. Research Setting

The research will be conducted at Language Development Unit classes of Antasari State Islamic University where located on A. Yani Street, KM 4,5, Banjarmasin, South Kalimantan, Indonesia for about 1 month (March until April 2019).

C. Subject of the Research

The subject of this research is the lecturers on Language Development Unit (*Unit Pengembangan Bahasa*) English class academic year 2018/2019 group 2 for the advanced level. The reason why the researcher chooses this class because the lecturer use full English when teaching the lesson and barely use Bahasa Indonesia unless there were some words that some students hard to understand. For the second is group 5 for the intermediate level. The reason why the researcher choose this class because the lecturer use two languages; English and Bahasa Indonesia when teaching students the lesson.

D. Object of the Research

The object of this research is the techniques that the lecturers use for teaching advanced and intermediate level students.

E. Technique of Data Collection

The researcher used observation and interview for collecting the data. These two techniques used by the researcher to gather the data about techniques that the teachers use in the classrooms.

1. Observation

As mason (1996) stated, observation usually refers to “methods and technique of collecting data which involve the research himself/herself in the research setting, and systematically observing dimensions of that setting, interactions, relationship, actions, events, and so on (cited in Mackey & Gass, 2005, p. 175). Observing can be invaluable way for collecting the data because what you see with your own eyes and feel

with your own senses is not filtered by what others might have reported to you or what the author of some document might have seen (Yin, 2001, p. 143). Therefore, observation is really a useful tool for collecting the data needed in the research. In this observation, the data will take from the notes about everything happened during teaching learning process which are about the technique that teacher use in the classroom. In this research, the researcher observed the lecturer in the classroom as silent observer and using observation sheet, the researcher crosschecked the techniques used by the lecturer during the learning process in the classroom of advanced level class: group 2, and the intermediate level class: group 5. The researcher also taking notes, photos and videos during the learning process to get the additional data.

2. Interview

Interview is used to gain information which cannot be gained through observation. Through this activity, the researcher was able to know what the technique that teacher use for teaching advance and intermediate level students in Language Development Unit English class and to know which is the techniques are appropriate for students. The researcher distributes two kinds of interview sheets in form of yes/no questions format, one for the lecturer to complete the observation data and another for the students to know whether the techniques are appropriate for them or not.

F. Data Analysis

In this research, the researcher uses a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process whereby writer systematically search and arrange their data in order to increase their understanding of the data to enable to present the result to other. Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit. Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. In this research, the data analysis can be broken down into four stages, they are coding, data reduction, data display, and drawing conclusion or interpretation.

1. Data Reduction

The first stage in analyzing qualitative data here is data reduction. It is the process of reducing the data occurring repeatedly. “reducing the data means summarizing, choosing the main thing, focusing on the important thing, finding the topic and the form”. In this stage, the researcher gets the data from class observation and interview with the lecturer and the students. The result of this stage are the teaching techniques of the lecturer and the suitability of the techniques with the students in advanced and intermediate level.

2. Data Display

After data reduction the next step in analyzing data is data display. It is process of displaying data in the form of table or essay so what it gets more understandable. Miles and Huberman (1984) points out “looking

at displays help us to understand what is happening and to do something-further analysis or caution on that understanding” (Sugiyono, 2009). In this research, the researcher used table and essay in displaying the data, because they are the most common data display used in qualitative research.

3. Conclusion and Interpretation

The last step of this data analysis is conclusion and interpretation. Here, the researcher begins to see what is the data. The researcher examines all entries with the same code then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.