

CHAPTER III

RESEARCH METHOD

This chapter discussed about research design, research setting, participant/subject, data, technique of data collection, and data analysis.

A. Research Design

This research in terms of approach is research Qualitative. Creswell (2003) define case study as “researcher explores in depth a program, an event, an activity, a process, or one or more individuals” (p. 15). Qualitative research builds its premises on inductive, rather than deductive reasoning. It is from the observational elements that pose questions that the researcher attempts to explain.

Popay (1992) states that qualitative inquiry ‘explores the meanings people attach to their experiences and identifies and describes the social structures (p. 100). Other qualitative researchers have emphasized the importance of providing a ‘thick description’ about of social action that helps us unravel the implicit rules and conventions that make social behavior meaningful. Another way that qualitative researchers have talked about their enterprise has been to capture social events from the perspective of the people being studied, or to provide an insider’s view of social life.

Moleong (2000) stated that descriptive qualitative data collected in the form of image words, and not numbers (p.6). Then Brumfit and Mitchel (1995) stated descriptive research will aim at providing as accurate an

account as possible of what current practice is, how learner learn, how teacher teach, what classroom look like, at a particular moment in a particular place (p. 11). So, from all of the definition the researcher get a representative result.

In this research, the writer used descriptive qualitative research, because the researcher intended to know English teachers readiness in developing teaching material of junior high schools in Banjarmasin. Through qualitative research model, the writer may be able to collect the data.

B. Research Setting

This research was conducted at SMP/MTS in Banjarmasin. The instructional setting was five SMP/MTS which separate in Banjarmasin.

The five schools are:

No	Schools
1.	SMP Islam Terpadu Ukhuwah Banjarmasin
2.	SMPN 23 Banjarmasin
3.	MTS Raudhatussuyuban
4.	MTSN 4 Banjarmasin
5.	MTS Ibnu Katsir

So the researcher choose in this school as a place of research, because the data needed was there in SMP Ukhuwah, SMPN 23, MTS Raudhatussuyuban, MTSN 4 Banjarmasin, and MTS Ibnu Katsir. So the researcher wants to know and see in the teachers' readiness in developing

teaching materials at the schools.

C. Participant

The participants in this research were 5 English teachers of SMP/MTS in Banjarmasin. In this research, the researcher choose respondents who regarded the most know about English teacher readiness in developing teaching material, so the choices respondents can thrive according to the needs and steadiness researcher in obtaining data. Based on the opinion above, sample of this research is teachers of five schools in Banjarmasin, by taking one English teachers from each of these schools, so the researcher choose one teacher in each school because, the 5 teachers taught him the longest at the schools.

D. Data and Source of Data

The research data in this study are collected in the information about the English teachers' readiness in developing teaching material of junior high schools in Banjarmasin The source of the data in this research included events, respondent or participation resources and document about how do the English teachers develop their teaching material and are all the English teachers ready in developing their teaching material.

E. Technique Data Collection

In this research the technique of collecting data the researcher uses two

techniques, the data applied in this research will be as follow.

1. Documentation

According to Arikunto (2010) documentation study is searching for specific sources of information data of things or variables which is used in the form of notes, transcripts, book, letters, magazines, agendas, etc (p. 206).

Documentation is used to collect data and reviewed so that, there searcher will provide evidence of data about English teachers readiness in developing teaching material.

2. Interview

According to Nazir (1988) interview as the process of obtaining information for research purposes by way of question and answer while face to face between the questioner or interviewer with the answerer or respondent by using a tool called an interview guide (p.111).

Moleong (2009) states that interview is a conversation that is accompanied by certain goal. In similar, when two persons exchange their ideas and information it is assumed as interview. Information are obtained through questions and answers, so that the meanings of a particular topic are found clearly (p.186).

An interview is collecting data by submitting direct questions by the interviewer to informants and respondents' answers will be recorded. The researcher interviewed the English teachers particularly about the English teachers' readiness in developing teaching material. The researcher uses

some tools such as recording tools and stationery as aids interview. So, the interviewees will be 5 English teachers.

The researcher, ask the teacher about English teachers readiness in developing teaching material. The intend of the interview, is to gain a deeper understanding from the teachers readiness in developing teaching material.

F. Data Analysis

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process, whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. According to Sugioyono (2008) there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion.

1. Data Reducing

Reducing the data in this step, the important information must be taken and the unimportant must be ignored. In the process of the data reduction, the research selected, focused, simplified, and abstracted the data in the field note. When the researcher get the data from interview with the teacher, the result interview shows English teachers readiness in

developing teaching material. In this step, their relevant data is reduced and the needed data is included.

2. Data Display

The data display means describe the data in the form of description to the narration it is the second important component in analyzing the data, this technique used in arranging the information or data systematically and logically. So, it became description or narration to draw the conclusion. By the data display, the researcher considered what she should do and she can analyze or take the other action based on her understanding.

3. Conclusion

In this last step data analysis that is conclusion. Here the researcher, begin to see what is the data. The researcher examines all entries with the same code and 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.