

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used descriptive qualitative. The research focused on how are English teacher's perspective on the importance of teaching gender awareness in reading gender exposition text, how are English teacher's obstacles to teach gender awareness in the classroom, and how is English teacher's efforts to teach gender awareness in the classroom. Qualitative research is when the data is described in words instead of number. Qualitative research study behavior naturally and holistically (Johnson, Cristensen, 2008). By using qualitative research, the researcher able to connect with their research participants and able to see their point of view.

According to McMillan & Scumacher (2001), qualitative research explores the richness, depth, and complexity of phenomena. The purpose of qualitative research is to provide descriptions of social phenomena which happen naturally (Dornyei, 2007).

B. Research Setting

This research took place in MAN 1 Banjarmasin located at Jl. Kp.Melayu Darat No.31, RT.11, Seberang Mesjid, Banjarmasin, South Kalimantan. The researcher choose this school because the researcher want to find out how gender awareness is taught in an Islamic educational institution and also this school is one of the oldest MAN in Banjarmasin and they also not only learn about sprituality they also learn about knowledge in this school.

C. Participants / Subject

In this research the participants or subject is four English teachers at MAN 1 Banjarmasin. Since each of the participaaching background in terms of the length of teaching, the context they taught English, or the levels of students they taught, thus the research think those participants have their viewpoint on teaching gender awareness in English classroom.

D. Data

In this research, the data is four English teachers in MAN 1 Banjarmasin. Source of the data is from interviewed four English teacher related to their perspective on the importance of teaching gender awareness in English classroom, their struggle, and attempt to teach it.

E. Technique of Data Collection

The above data was taken from the following sources:

1. Interview

The researcher interviewed four English language teachers. The researcher asked about teachers' point of view about the important of teaching gender in the classroom and reading activities. This interview used semi-structure interview. The purpose of this type of interview is the interviewed are asked to share their opinion and their ideas (Sugiyono,2015).

2. Documentation

Document refers to materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all sort that can be used as supplemental information as part of study whose main data source is participant observation or interviewing (Bogdan & Biklen. 1998). Therefore, documentation method is a technique of collecting data that is indirectly given to research subject. The researcher uses this technique to support the data collection from interview. In this case, by using transkip of the interview four English teachers.

F. Data Analysis

After collecting data by interview and documentary, then data will be analyze. In analyzing the data the researcher used the descriptive method. According to Miles and Hubermen (2001), data analysis is conducted as follows:

1. Data Reduction

Data reduction is done by summarizing field notes by separating main things relating to research problems, and then it is arranged systematically to describe and to make easy the data searching if sometime it is needed anymore. Only the important information should be taken and unimportant information have to be ignored. In process of data reduction, the researcher selected, focuses and abstracted the data that got in the process of interviewing four English teacher. The data reduction is done during research activities.

2. Data Display

Data display is used to know the entire description of the result either in the form of matrix or coding. After it has been conducted, the researcher is able to draw conclusion and verify it to be meaningful data it means describing data in the form of descriptive or narration. As the second component in analyzing data, this technique is used arranging the information, description, or

narration to draw conclusion. The researcher can analyze the other action based on data that have got in data collection.

3. Conclusion and Verification

To draw reasonable conclusion, it is conducted verification along with the research using member check, triangulation and audit trail, to guarantee result significance. In this study, conclusions are drawn continuously throughout the course of study. The researcher tends to accumulate and formulate the interpretation.