

CHAPTER III

RESEARCH METHOD

The purpose of this study is to analyze English teacher's principles in determining learning material to teach 9th grade students. Each study necessitates a well-defined research methodology. The researcher is able to implement systematic procedures to collect and analyze data in order to get specific results from the problems that are found during the research process. Similarly, a systematic method is required in order for the researcher to analyze the English teachers' perspectives toward the utilized learning material at the high school level.

A. Research Design

In this study, the researcher applies method of qualitative research. Qualitative research is various method and takes an interpretative, naturalistic framework to its topic (Aspers & Corte, 2019). This indicates qualitative researchers look at topics in their characteristic environments, attempting to comprehend or interpret phenomena in terms of the meanings people assign to them. Case study, personal experience, narrative, life story, interview, observational, historical, interactional, and visual texts are all examples of empirical materials applied in qualitative research to describe frequent and controversial scenes and interpretations in life.

The researcher implements descriptive qualitative research in this study because the researcher intends to analyze how the English teacher describes

principles in determining learning material for 9th grade students. Descriptive qualitative research (Davis, 2020) is an analysis that aims systematically to define a circumstance, issue, trend, facility or scheme, or offers information about the lifestyle of a society, or reflects perceptions and experience towards a matter. For the process of data gathering, it is conducted by interviewing the English teacher who has experience related to the utilized learning material and its evaluation. The information obtained through the research procedure is analyzed and presented as a described result.

B. Research Setting

This research is conducted at MTs Negeri 1 Banjarmasin on Kelayan A Street, Kelayan Dalam District, Banjarmasin City. It is conducted based on the decision of the researcher to choose a school which has renewed previous rights from the previous headmaster and affected the way the teachers consider proper learning developments. The researcher found that the English teacher in this school have various background and experience related to the evaluation of learning material. This challenge makes the researcher intends to do research in this school. This research is held in August 2022.

C. Research Participant

The research participant of this research is Mrs. R, one English teacher in MTsN 1 Banjarmasin, who has 11 years' experience in teaching English. The participant is chosen as the research subject according to the differences of experience and background in teaching by utilizing learning material. Since the English teacher teaches different classes, there might be different experiences in the

learning environment year by year which affect teaching approaches, methods, techniques, attitudes, assessments, media, instructional activities, or principles.

D. Research Data

Narrative analysis is conducted in this research as a kind of data. In general, narrative analysis (Warren, 2020) is all about observing and listening to storytelling from people and interpreting what that implies because stories represent a functional objective of assisting people to interpret different perspectives. By utilizing this kind of data, the researcher is able to learn about how the English teacher interacts with and makes interpretation by analyzing stories and how they are told. As for the data source, English teacher's principles in determining learning material are analyzed to obtain the findings of this research through direct interview with the research participant.

E. Data Collection Procedure

The procedure of collecting data in this research is arranged in chronological order. First, the researcher invites the research participant to participate in this research and it is provided by permission from the participant. Second, the researcher describes this research so the participants are able to get the research points. Third, an interview session is conducted in order to exchange information and obtain responses resulting in the particular discussion toward various principles from the English teacher.

The interview is held through face-to-face interaction and it includes with voice recorder as additional media for obtaining information details. In order to

obtain specific results, the researcher conducts a structured interview as the research instrument so the questions for the research participant can be prepared and considered first. Documentary such as articles or reports about English teaching and learning in this school is supplied as additional data source.

F. Data Analysis

After collecting the data with interview, it will be analyzed. Data analysis is a simplified procedure in which data becomes an arrangement that can be read, interpreted, and understand easily. As presented in the previous chapters, this research is expected to analyze English teacher's principles in determining learning material to teach 9th grade students. In order to obtain relevant results in data analysis, the researcher applies the procedure of analyzing qualitative interview. Based on the guide by O'Connor and Gibson (2017), there are many components to this type of analysis and they include as follow:

1. Organizing the data

As the first step, the questions in the interview session should be identified and differentiated between the topics or discussions that the researcher is trying to search for the relevant information. Data should be sorted in a way that makes it easy to read and allows the researcher to select the themes and concepts as both of them are related to each topic. This method of data organization and presentation allows the researcher to examine the responses to each topic and specific question separately, making it easier to identify the themes and concepts.

2. Observing and forming the concepts and ideas

In this activity, the researcher has to identify various expressions from the interviewees. The research participants might express their opinions or perspectives with indirect descriptions. After obtaining the responses in the interview session, the researcher needs to identify phrases or expressions frequently spoken as well as the ideas coming from the research participants and organize these ideas into categories or ideas.

3. Ensuring reliability and validity in the data analysis and findings

Personal attributes of both the interviewer and the interviewee are influenced by the patterns of the communication. Age, gender, education, background, and language differences will all have an impact on the achievement of the interview. As the results, feedback from the interviewees might lead the researcher to examine the validity of the data analysis and findings.

4. Finding possible and plausible explanations of the data analysis

After obtaining specific findings in the research, the researcher starts arranging a summary of the findings and themes. The summary might lead the researcher in a discussion to search for possible and plausible explanations. Some educational references or sources such as literature,

research journal, and observations might be able to assist the researcher in order to relate the findings with the interview.