

CHAPTER III

RESEARCH METHOD

A. Research Design

This research method use in this study is a qualitative with the description method. The methodology is the process, principle and procedures that the absolutely approach problems and look for answers (Mulayana, 2008).

Qualitative research is that intends to understand the phenomena of what is experience by research subjects such as behavior, perceptions, motivation, action, etc. Holistically and by means of descriptions in the form of words and language, in a natural context that is natural and by utilizing various natural methods (Moleong, 2005).

This study uses the qualitative method because the researcher considers the problem study from the interviewees. The aims to understand the social situation in depth according to data obtain from the field.

B. Research Setting

This research will be done Friday 05 august 2022 at SMPN 7 South Kalimantan, it is Junior High School located on Jalan Veteran km 4,3 the accreditation A school. This is one meeting per week and each meeting is allocated 80. The instruments use observation in the form of information about school photos and interview are four questions conducted face to face.

C. Participants / Subject

The participants are two English teachers at SMPN 7 Banjarmasin who choose because the teachers use reflective teaching practice for grade IX. The researcher made observation grade IX G the large class 32 students. The students has different characters, traits and attitudes. To make it easier for the teacher to measure student understanding, the teacher uses reflective teaching practice in the classroom.

D. Data

This data can answer research question number one and research question number two. In the statement, research question number one about how is the implementation of reflective teaching practice in English class and research question number two about what difficulties are faced in the implementation of reflective teaching practice in English class.

E. Technique of Data Collection

1. Observation

Observations are to find, identify and know the problems, obstacles or issues, and conditions in the classroom during learning process. The English teacher can master English material before they are taught to students. Teachers can understand the concepts in the material. Teachers can develop learning materials creatively and can improve professionalism well by practicing reflective teaching.

In addition, the researcher saw the phenomena that occurred in the classroom. How the teacher applies the practice of reflective teaching English. Researcher look at how the teacher evaluates or repeats the material that has been taught and looks at student responses to the teacher whether they can response well or not. And at the end of the lesson, the teacher concludes what has been taught. Teacher and student must team work on the success of the lesson so that learning is effective. Reflection is one of the most important parts of the learning process when a problem occurs. Reflection can help find a solution to the problem. The observation is done by collecting data in the form of information about school photos, student learning activities in the classroom.

2. Interview

The interviews are direct and action to achieve goals and accurate data. Before the interview is carried out, it's hope that both parties, the interviewer and the respondent can be teamwork (Newman, 2013).

The researcher is going to conduct interviews at SMPN 7 Banjarmasin to two English teachers. There are some questions should be answered by the teachers. This type of interview is an unstructured interview. Research is conducted face to face. One of the purposes of an interview is for the interviewer and respondent to know each to other personally, be open to questions, and able to answer questions, in detail and well. Interviews are conducted to find out information in the form of a teacher's response to how reflective teaching is carried out. Researcher conducted interviews with voice recording.

F. Data Analysis

Data analysis is recording data in any form by collecting notes in the field so that the data has meaning, looking for and finding patterns and relationships and making general findings (Moleong L. , 2012). Qualitative data analysis techniques for Milles and Huberman are shown in the interactive model as follows (Sugiyono, 2010):

1. Collecting of Data

Researchers can collect as much data as possible, with a large amount that will help the research develop, there may be change inn research develop, there may be a change in research focus. Data collection is done in many ways with tools to help remember the data. Examples of data collection in the form of notes are making fields notes, field experience diaries, notes on thematic units, chronological notes and maps.

2. Reduction of Data

This data obtained from the field will be very large in number, and focus on research or nothing to do with it. Reduced or summarized data is only directed at the main things that have a correlation in research. To reduce data, researcher must focus on the objectives to be achieved so that they can be selected according to the needs of the analysis. The data identifying by linking the research focus. After that, do data coding, on each data unit so that the origin of the data can be traced (Moleong L. , 2012). Activities in reducing data there are collect data and information from interview and observation records, look for important things in every aspect, discard irrelevant things or information. In this study, the interview

form will be used to display the results of the recording and the results of the observations will be converted into an observation appendix. While the documentation will be analyzed into a summary of the documentation report.

3. Display of Data

In research, data can be presented in the form of brief descriptions, charts, relationship between categories and flowchart. The activities carried out by the researcher make a summary in a descriptive and systematic way so that it is easy to find out the meaning obtained from the data to find out the interpretation of the data. Therefore, the researcher will use narrative to display data in the research.

4. Conclusion Drawing

To analyze data according to Milles and Huberman in (Sugiyono, 2010) is to draw conclusions from new findings that have never existed before or have existed but have not been studied. This activity is carried out by testing the conclusion that have been drawn by comparing relevant theories, carried out a member check process in the interview, documentation and observation process, making a conclusion as a result.

This conclusion is carried out in a descriptive manner with a detailed description so that the research object becomes clear and easily understood by the reader. Writing data in this study through choosing the right words and not double meaning. All data must be related during the research process, both before and after data collection. The process must be carried out in a coherent and orderly manner.