

CHAPTER III

RESEARCH METHOD

A. Research Design

The purpose of the research design in this study is to identify and address research problems. This research is qualitative in nature. The purpose of the qualitative study is to see the implementation of using PWIM in classroom and what are the advantages and disadvantages of using PWIM in classroom.

According to Calhoun (1999), the purpose of the picture word inductive model is to teach language, writing, speaking, listening and reading. As a result, this strategy is expected to assist students in resolving their writing issues, particularly when it comes to producing descriptive texts. This strategy helps the students recognize every item in a picture so they can describe it.

According to Cresswell, Investigating and understanding the meaning that individual or groups give to a social and humanitarian problem is possible through qualitative research (2012). This is qualitative research that collects data using interview. Participants in this study answered questions given by the researcher in detail to produce narratives that were used as primary data. After receiving the data, the writer tries to draw conclusions from the data and identify research findings.

B. Research Setting

This research was conducted at MA Raudhatussyubban, a private Islamic senior high school located in Banjarmasin, South Kalimantan, Indonesia. The school offers both general and religious education, and English is taught as a compulsory subject as part of the national curriculum.

MA Raudhatussyubban was chosen as the research setting due to the availability of an English teacher who implements the Picture Word Inductive Model (PWIM) in teaching writing, particularly descriptive texts. The researcher also had access to the school and was granted permission to conduct observations and interviews during the research period.

The research was conducted in the even semester of the 2024/2025 academic year. Interviews were conducted over two days and twice to obtain sufficient data regarding the implementation of the PWIM model in actual learning activities.

C. Population and Sample/Participant

The participant of this study was an English teacher at MA Raudhatussyubban. The teacher was purposely selected based on her role and experience in implementing the Picture Word Inductive Model (PWIM) in teaching writing descriptive texts. The selection was made using purposive

sampling, considering that the teacher had been applying PWIM in the classroom and was actively involved in teaching English for several years.

The teacher has been teaching English at the high school level for quite years and has a bachelor's degree in English Education. Her experience and familiarity with innovative teaching strategies, including PWIM, made her a suitable source of information for this research. The teacher's insights and classroom practices were expected to provide a rich understanding of how PWIM is implemented in teaching writing descriptive text.

D. Data

Data collection is how a researcher determines the techniques to obtain data appropriate to the research needs. According to Sugiono (2013), primary data is data sources provided directly by informants to researchers. In this study, data collection was conducted through individual interviews and recordings as a tool to gather data from participants, namely English teachers at MA Raudhatussyubban.

E. Technique of Data Collection

Research data was gathered in accordance with a predetermined research design, according to Walidin et al. (2015). Researchers conducted direct interview to collecting data for this research.

According to Moleong (2007), an interview is a meeting in which two people exchange ideas and information through questions and answers. According to Abdussamad (2021), an interview is a verbal interaction in which researchers and research participants exchange questions and answers. A semi-structured interview method, which consists of a series of open-ended questions, was used to conduct the interview. This approach makes it possible for fresh inquiries about the resource person's responses to come up, allowing for a deeper exploration of the material throughout the session. A list of questions was prepared to be submitted to the English teacher at MA Raudhatussyubban who uses pictures as a medium for teaching writing strategies.

Finding out how teacher use the picture word inductive model and the advantages and disadvantages of teaching writing descriptive text was the aim of this interview. The English teacher of MA Raudhatussyubban served as the informant and resource person for this interview. Audio recordings were used for the interview. The researcher then went on to transcribe the interview. The teacher was presented with a number of questions concerning the implementation of the picture word inductive model, as well as the advantages and disadvantages of teaching writing descriptive texts at MA Raudhatussyubban.

F. Research Instrument

The research instrument used in this study was an interview guide developed by the researcher to collect data. In-depth interview were used in this technique to encourage participants to discuss their thoughts and experiences. The purpose of these questions was to understand how PWIM is implemented in the classroom and the advantages and disadvantages of its use. This allowed participant to freely express her experiences and ensured accurate data collection.

G. Data Analysis

Data analysis is crucial to a research study since the outcome serves as the study's overall conclusion. Data analysis is important to validate the results. According to Bogdan and Biklen (1982), qualitative data analysis is an effort made to obtain data, then sort the data into materials for processing so that results can be determined and shared with others. In this study, the researcher has used the qualitative data analysis process from Seidel (1998) in Moleong (2021), which includes.

1. Taking notes and producing field notes to process the obtained data sources.
2. Collecting and sorting the obtained data until a summary is obtained and classifying the acquired data.

3. Thinking to create the obtained data until it has patterns and meanings from the findings.