

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research the researcher uses the descriptive qualitative research design. This study is qualitative in nature in that it seeks to document, and interpret naturally occurring data in the content based instruction classroom setting. For this reason, the writer made no attempt at manipulating variables or predicting performance. Parkinson and Drislane have the definition of qualitative research as a research which uses methods like participant observation or case studies which result in a narrative, descriptive account of a setting or a practice. As Merriam stated that qualitative research is interested in understanding the meaning people have constructed, that is how people make sense of their world and the experiences they have in the world (Merriam, 2009:13).

B. Research Setting

This research takes place on the street Trans Kalimantan Km.12, Sungai Lumbah, Alalak, Kabupaten Barito Kuala, Kalimantan Selatan, Kode Pos 70582. The researcher chooses this school as the place of her research because it is one of the favorite school in South Borneo. It is also one of the school that use content based instruction in the Biology teaching process. Its approach is useful for the learners in getting a target language because in content based

instruction, the learners are expected more focus within the context of the content.

C. Subject and Object of the Research

1. Subject

The subjects of this research is the biology teacher at the eleventh grade of boys who use the content based instruction in Biology teaching process at Global Islamic Boarding School Sungai Lumbah, Alalak, Kabupaten Barito Kuala.

2. Object

The object of this research is the implementation of content based instruction in Biology Teaching at the Eleventh Grade of Global Islamic Boarding School Sungai Lumbah, Alalak, Kabupaten Barito Kuala.

D. Data and Source of Data

1. Data of Research

All information about research variable is called data. The data are investigated in this research are primary data and secondary data.

a. Primary Data

Primary data are the main data to collect and analyze as an object of the research. The primary data in this research are:

- 1) Data about the implementation of content based instruction in Biology teaching at the eleventh grade of Global Islamic Boarding School.
- 2) Data about the investigation of the teachers' challenges in using content based instruction in Biology teaching process at the eleventh grade of Global Islamic Boarding School.

b. Secondary Data

Secondary data are the additional data that support the research. The secondary data in this research are:

- 1) Brief history of Global Islamic Boarding School Sungai Lumbah Alalak Barito Kuala.
- 2) Vision and Mission of Global Islamic Boarding School Sungai Lumbah Alalak Barito Kuala.
- 3) The data about head master, teachers, administration staffs and students.
- 4) The data about facilities at Global Islamic Boarding School Sungai Lumbah Alalak Barito Kuala.

2. Source of Data

The researcher takes the data from data sources. In this study the data sources are from respondents, informants and documents.

- a. Respondents: the teacher who teach English using content based instruction in Biology teaching process and the eleventh grade of Global Islamic Boarding School Sungai Lumbah Alalak Barito Kuala.

- b. Informants: headmaster and administration staff at Global Islamic Boarding School.
- c. Documents: all written reports and important documents which are related to the primary and secondary data which is needed in this research.

E. Techniques of Data Collection

To collect the data in this research, the writer uses some techniques as follows:

1. Observation

This technique is used to collect the data by observing the classroom directly in the place to see the implementation of content based instruction in Biology teaching process at the eleventh grade of Global Islamic Boarding School which is believed to help students to learn and get the target language. In this study, the researcher uses observation guide and field note.

2. Interview

This technique is used to interview the informant in order to find out details about the implementation of content based instruction in Biology teaching process especially of helping students in getting the target language.

2. Documentary

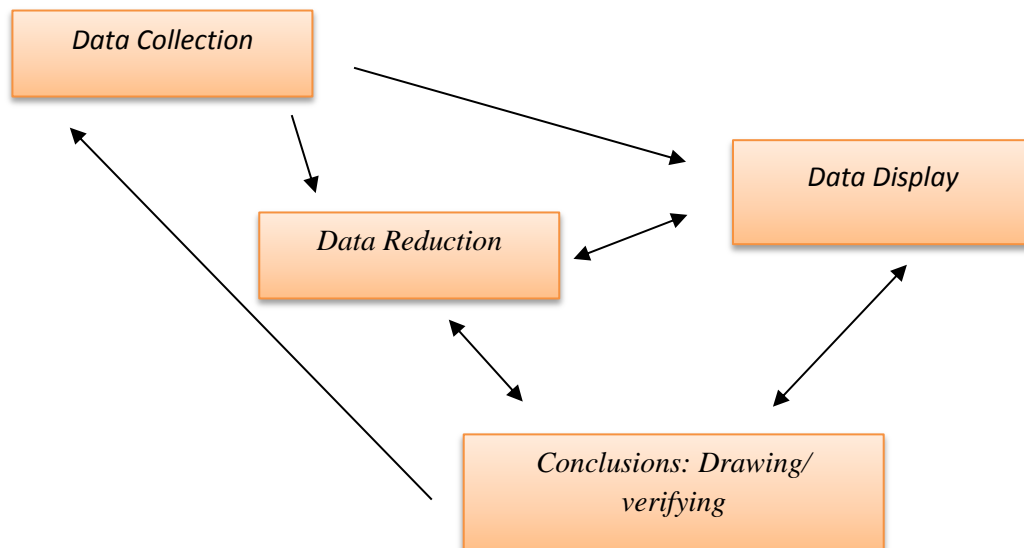
This technique is aimed to look for written reports or documents that perhaps add any detail records of data.

A. Data Analysis Technique

The process of data analysis takes place simultaneously or alternating, which means the data analysis process began collecting data until analysis of the data itself, the data analysis process can be described as follows:

Figure 3.1 Components of data analysis

Components of data analysis: interactive model: (Matthew, Miles and Michael, Huberman, 1994, p.20)



According to Miles and Huberman stated that analysis of qualitative data is using words that are always arranged in an expanded text or described. At the time of giving meaning to the data collected, and interpreted the analysis of data. (Djunaidi, Ghony & Fauzan, Almanshur, 2014, p.306).

To know the process of English language teaching in XI grade of Global Islamic Boarding School Batola, the steps of the data analysis are as follows:

1. Data Reduction

Data reduction: Data reduction occurs continually throughout the analysis. It is not something separate from the analysis, it is part of the analysis. In the early stages, it happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoring, and associated activities such as finding themes, clusters and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data. In the need to reduce data, qualitative analysis is not different from quantitative analysis, and the parallels in conceptual structure are shown in the levels of abstraction diagram. In both quantitative and qualitative analysis, the objective of data reduction is to reduce the data without significant loss of information. In qualitative analysis, an additional important component of not losing information is not to strip the data from their context.

Data reduction is a form of analysis that classifies, directing, and managing data in such a manner, so as to reduce the verification data. Collect data obtained from interviews, observation, and documentation. The Sugiyono explained that in reducing the data, the researchers were guided by research objectives will be achieved. The main objective of the qualitative research is located on the findings. Therefore, if researchers in conducting research find everything seen strange, foreign, unknown, and yet has a pattern, this is exactly what should be a focal point in doing data reduction. (Sugiyono, 2007, p.93).

2. Display Data

Data display: Data displays organize, compress and assemble information. Because qualitative data are typically voluminous, bulky and dispersed, displays help at all stages in the analysis. Miles and Huberman regard displays as essential, often using the phrase 'You know what you display'. They have no doubt that better displays are a major avenue to valid qualitative analysis. There are many different ways of displaying data-graphs, charts, networks, diagrams of different types (Venn diagrams, causal models, etc.) -and any way that moves the analysis forward is appropriate. Displays are used at all stages, since they enable data to be organized and summarized, they show what stage the analysis has reached and they are the basis for further analysis. The message is clear: good qualitative analysis involves repeated and iterative displays of data. The same point is made in the grounded theory literature. The data have been reduced and then make a presentation data. Presentation of data can be done in the form of brief descriptions, charts, relations between categories, and so on. The most frequent forms of display data for qualitative research data in the past in the form of narrative text. With the display data, the data is structured, arranged in a pattern of relationships which will be easily understood.

3. Drawing and verifying conclusions

Drawing and verifying conclusions: The reasons for reducing and displaying data are to assist in drawing conclusions. While drawing

conclusions logically follows reduction and display of data, in fact it takes place more or less concurrently with them. Thus possible conclusions may be noted early in the analysis, but they may be vague and ill-formed at this stage. They are held tentative pending further work, and sharpened during it. They are not finalized until all the data are in, and have been analyzed. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified.

Drawing and verifying conclusions. Presented the initial conclusions are still tentative and will be changed if it does not find evidence that supports robust data collection at a later stage. Conclusions in qualitative research may be able to answer the problem formulation formulated from the outset, and may not, because as it is known problems in qualitative research is still tentative and will be developed after research in the field. From the above, researchers will apply the technique to describe and analyze the data from the results or research on teaching English to blind students systematically.