

CHAPTER III

RESEARCH METHOD

A. Research Design

The approach of this research is qualitative. The qualitative is the research conducted through an intense or prolong context with e field or life situation. This situation are typically banal or normal ones reflexive of the everyday life of individual, groups, sociaties, and organizations (Miles and Huberman, 1999: 60).

B. Research Setting

The research setting is at Yayasan Pendidikan Islam SMIP - 1946 , SMP Sabilal Banjarmasin, SMPN 4, and SMP 9 Banjarmasin. They are 10 teachers as members of Englis *Guru Pembelajar* Course Banjarmasin.

C. Subject and Object

1. Research Subject

The research subjects is 10 English teachers that followed “*Guru Pembelajar*” course. They are English teachers of MTs and SMP in Banjarmasin, SMP Sabilal Banjarmasin, SMPN 4, and SMP 9 Banjarmasin. The are 10 teachers as members of Englis *Guru Pembelajar* Course Banjarmasin.

2. Research Object

The research object is teacher perception on *Guru Pembelajar*” course. The perception is divided by three components. The components

are perceptual or cognitive, emotional, and action component. Program “*Guru Pembelajaran*” are direct interaction model, netting model, and combination.

D. Source of Data

The source of the research are the teachers in the group of “*Guru Pembelajaran*” course Banjarmasin. They are ten teachers will be informants to give the research data.

E. Data Collection Procedure

The data techniques used was interview. The interview is used to collect the datas related to the teacher activities in “*Guru Pembelajaran*” course. The interview is used to collect the dates related to the teachers perception, namely cognitive component, emotional component, and action component.

Table 3 Guide of Research Instrument

Variables	Components/ Aspects	Indicators	Sub Indicators
Teacher Perception	1. Cognitive Component	1.1 Knowledge	1.1.1 Knowledge of <i>Guru Pembelajaran</i> Mean
			1.1.2 Knowledge of <i>Guru Pembelajaran</i> aims
			1.1.3 Knowledge of <i>Guru Pembelajaran</i> model
			1.1.4 Knowledge of <i>Guru Pembelajaran</i> members
			1.1.5 Knowledge of <i>Guru Pembelajaran</i> management
			1.1.6 Knowledge of <i>Guru Pembelajaran</i> facilities
			1.1.7 Knowledge of <i>Guru Pembelajaran</i> evaluation
		1.2 Belief	1.2.1 English <i>Guru Pembelajaran</i> course improve the knowledge
			1.2.2 English <i>Guru Pembelajaran</i> course is

			improve the skill
	2. Emotional Component	2.1. Evaluation of the program <i>Guru</i> <i>Pembelajar</i>	2.1.1 Model 2.1.2 Material 2.1.3 committee 2.1.4 Tutor 2.1.5 Method 2.1.6 Evaluation
	3. Action Component	3.1 Readiness to behave	3.1 Willing to join ins guru pembelajar 3.2 Behave in real application at the school

F. Data Analysis Procedure

The data analysis used reduction data level, categorization and building description. Data analysis is used with interactive model by miles and Huberman (1999: 12). The analysis is done by data reduction, data display, and conclusion or verification.

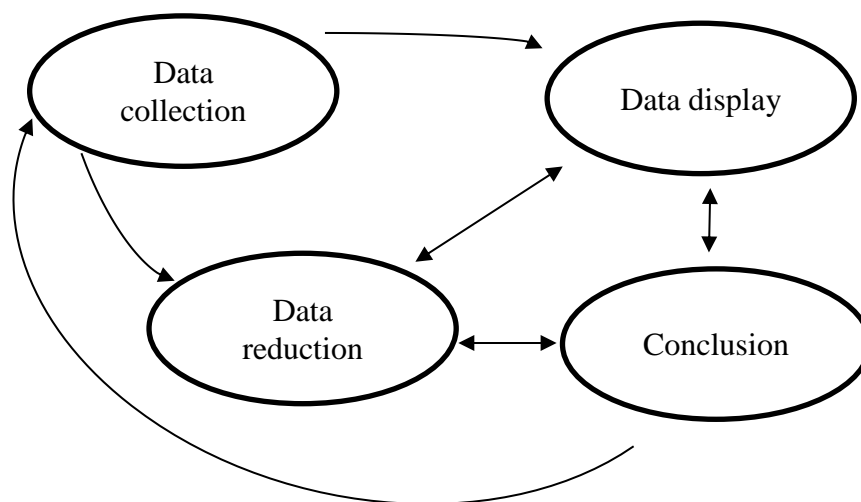


Figure 1. Interactive Model (Miles and Huberman, 1999: 12)