

CHAPTER III

RESEARCH METHOD

A. Research Design

This research implements descriptive qualitative in this research. Mudhiah (2010,p.14) said that “the quality research focuses on describing and understanding a phenomenon”. It means that qualitative research study things in their natural setting, attempting to make sense of or interpret phenomenon in terms of the meanings people bring to them and description includes a detailed account of the context, activities, participant, and process. The goal of the research is to describe teaching and learning activity in the classroom, especially the techniques of teaching grammar. The types of problem can be studied through direct observation of single case or small number of cases.

B. Research Setting

The research has been conducted at English Department of Tarbiyah Faculty and Teachers Training in UIN Antasari. This university is located in A.Yani street, KM 4,5 Banjarmasin, South Kalimantan.

The time to conduct the research would be in effective time on 16th October 2017 until 16th Desember 2017 academic year 2017/2018.

C. Subject and Object of Research

1. Subject of the research

The subject of the research is a lecturer who is teaching grammar II. And 50 students are taken randomly from the number of 150 students of 5 classes from class A to class E. The writer observed the lecturer in teaching process in the class.

2. Object of the research

The object of the research is a lecturer's techniques in teaching grammar and the students' ability in error recognition of the third semester students at English Department of Tarbiyah faculty and Teachers Training in UIN Antasari Academic year 2017/2018.

D. Data and Sources of Data

The data that will be investigated this research are the primary and secondary data. It is used to collect supporting data in this research.

1. Data

- a) The data of the techniques used by the lecturer in teaching grammar II.
- b) The data of the implementation the techniques in teaching grammar II.
- c) The data of students' ability in errors recognition.

2. sources of Data

1. Respondent; an English lecturer and 50 students of the third semester in English Department .
2. Informant; the students of the third semester in English Department.
3. Documents.

E. Technique of Collecting Data

The techniques that the writer used to get the data in teaching grammar and the students' ability in error recognition. The techniques are: Observation, Interview, Documenting study and Test.

1. Observation

This techniques has been used by the writer directly to observe the lecturer who are teaching at third semester of English Department, this techniques is used to get the data about the techniques that used by the lecturer in teaching Grammar Skill using observation sheet. There are some of techniques that the writer used to observe the lecturer. (see appendix)

2. Interview

Interview is meeting a lecturer to discuss about something through teaching grammar II in the classroom. Interview is used as method to collect the data more detail about the techniques based on the observation. The writer is going to ask the lecturer some question directly. (see appendix)

3. Documentary

This technique provides data in the form of photographs and videos. The photographs and the videos were collected by using a digital camera as the instrument. They support the main data of this study. There are some pictures that the writer has taken in teaching grammar process and taking a test for the students.(see appendix)

4. Test

This technique is used to collect the data which related to the ability of the third semester's student in answering the recognition questions at least for 10 questions. Test that used in this research was objective test. Objective test is a test that has right or wrong answers and so can be scored objectively. Objective tests are popular because they are easy to prepare and take, quick to score, and provide a quantifiable and concrete result. Kinds of test items that used was multiple choice items of error recognition, consisting of 10 questions gotten from several books of English grammar and other sources. If the students get 10 true and 0 false, the will get 100 scores (see appendix).

F. Design Measurement

This design measurement is intended to know student's ability in answering errors recognition test. In this research, the students will be asked to answer 10 items. The students' right answers will be converted into evaluating measurement. Thus, the maximum score is 100 and the minimum

score is 0. The score of error recognition test will be categorized into five levels (based on Standard score of structure in TOEFL count) as follows:

Score	Categories
80 – <100	Very Good
66 - <80	Good
56 - <66	Fair
46 - <56	Poor
0<46	Very Poor

The mean of the score is obtained by the formula below:

$$M_2 = \frac{\sum X}{N}$$

Description:

M_2 : the mean score of the student ability

$\sum X$: the students' score

N : the number of the students

G. Analysis data

1. Collecting

The writer collects the data from the observation in teaching learning in the classroom. And also interviewed the respondent and informant and documenting the activities teaching learning process in the classroom.

2. Editing

After collecting data, the writer rechecks all the data to make sure whether they have already to complete this research or not. After that the writer analyzed the techniques that lecturer used.

3. Scoring

The writer gives score to the students' answers based on their answer. If the students get good score, the techniques that lecturer used is also good in teaching grammar skill.

4. Tabulating

This technique is used to arrange and to put certain data into tables. The writer used it in tabulating the number of the students and the score of students' achievement.

5. Data interpretation

The data are described by the writer interpretation using descriptive qualitative analysis. This analysis will help the writer to highlight the conclusion by using inductive method in this research.