

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employed a qualitative approach. Maxwell (1996) states that the strength of qualitative research are derived primarily from its inductive approach. Its focuses on specific situation or people, and it's emphasises on words rather than numbers. While the method is used in this research was descriptive method. According to (Alwasilah, 2008 cited in Ladaporn, 2013), descriptive research is to describe characteristics or identify a group, accident and phenomenon. Descriptive technique are commonly used to measure three things: 1.) The existence and distribution of various behaviours or characteristics that occur naturally; 2.) Frequency occurs in nature; and 3.) relationship and magnitude relationship that may exist between the characteristics behaviour, events, or phenomenon of concern to the research.

B. Research Setting

In this study, the setting of the study refers to the place and time to conducting the study. This study was conducted in SMPN 23 Banjarmasin that is located in Harmoni street no. 37 Pekapuran Raya, eastern Banjarmasin district, Banjarmasin. This school is one of junior high school in Banjarmasin which has implemented the main 2013 curriculum 2017

revision textbook which become the common textbook that used in any school according to the government has ordered. This is the reason why researcher chose the school as the place of the research.

C. Research Instrument

The research instruments employed in this study included interviews classroom observations and documentation for qualitative data.

In this case the researcher decided to use the interview to gain the data about teachers' perception toward the use of English textbook because by using interviews the researcher is able to understand how participants interpret a situation or an issue in a way that cannot be achieved through observation and documentation. Also researcher though by using interview it will provide some additional information to complete the information from the observation and documentation. The researcher prepares nine questions related to the perception, use and also difficulties towards the use of English textbook. Questions 1-4 talking about the perception on the textbook by asking the teacher about the content of the textbook. Questions 5-7 mention about the roles of the textbook by asking the teachers how often they use the textbook. Finally questions 8 & 9 is talking about the teachers problems towards the use of English textbook by asking their thought about the textbook their use in the classroom. By this form of interview, the researcher could gain deeper answers and cross check the accuracy of observational data.

To construct the interview questions, the researcher undertook the following steps:

1. A review of basic concepts, definition of terms, information on the importance of instructional materials, the existing roles of textbooks, significance of teachers' perception and textbook evaluation frameworks proposed by researchers from previous researcher and as were presented in the Literature Review.
2. A draft of the interview questions based on the aforementioned literature review. All open-ended questions were derived from the research questions and were mainly aimed at gaining greater depth of data about participants' perceptions toward English textbooks.
3. A validation of the interview questions by consulting the experts in the field of teaching English as a foreign language.

Classroom observation.

Classroom observation was carried out to obtain authentic data on how teachers used textbooks in their classroom practices. In this study, the researcher decided to observe classes to gather deeper data. Entire lessons conducted by each participant were observed. The classroom observation protocol was used as a guide to facilitate the researcher in effectively noticing and documenting classroom events. The protocol contains four

points on knowing how teachers use English textbook in the actual classroom, the first point is to find out about the frequency of using the textbook during the teaching and learning process. The second point talking about the activities and the exercise that the teacher use or how they do it based on the textbook. The third point is about the strategies the teacher used while teaching in a classroom. And the last point is about the adaptation according to the textbook, in this case the researcher wants to find out whether the teacher only rely on the textbook or they would have additional explanation during the presentation. The classroom observation protocol in this research included aspects derived from two sources; the research questions, and responses from the interviews.

Documentation

Documentation here used as a supported instrument used by the researchers. With this one, researchers can more fully in data collection. Observation can be documents, pictures (photo) and textbook in English. With this method, researchers can examine how much the teachers use the textbook inside the teaching and learning English in SMPN 23 Banjarmasin.

D. Techniques of Collecting Data

The researcher collected the data by following these steps:

1. After permission was granted, the researcher contacted the schools and scheduled the dates and times with each 8th Grade English teachers for the administration of the interview.
2. On the scheduled dates and times, the researcher visited the school, explained the objectives of the study to each teacher participant and administered the interviews. Each teacher participant was individually interviewed with open-ended questions at different times. The languages used in the interviews were Banjareese and Indonesia.
3. Classroom observation carried out three time with each participant. The observation was conducted only after each teacher participant had completed the interviews because responses from interviews would be involved in determining what the researcher needed to observe in the classrooms. The role of the researcher was as non-participant observer because the researcher did not involve in the teaching and learning processes but instead used classroom observation protocol as an instrument to gather data which was as detailed and concrete as possible.
4. Documentation in this research was taken while the observation conduct as additional information for gaining the data, it is include photos and the main textbooks itself. Also researcher collect the main textbook to be reviewed for the data.

E. Data Analysis

Data analysis is a process of systematically searching and arranging the interview transcripts, field notes, and other materials that accumulate to increase the understanding of them (Bogdan, 1975, cited in Sugiyono, 2010). The data were analyzed by using flow model (Miles and Huberman, 1984, cited in Sugiyono, 2010). There are three main activities in analyzing the data, they are data reduction, data display and conclusion drawing or verification. The description of data analysis shows below.

1. Data reduction

In this stage, the data from observation, interview and documentation were reduced if the data did not refer to the research study. To process the data that had been collected through observation, interview and documentation the writer typed and categorized the data.

2. Data display

After the first stage, the writer synthesized the data from observation, interview and documentation, followed by presenting and interpreting the result of data collection. In displaying the collect data in qualitative research form, the narrative form is the most frequent form has been used as stated by Miles and Huberman (1984, cited in Sugiyono, 2010).

3. Conclusion drawing/verification

After all data were displayed, the writer made conclusions from the observation, interview and documentation as the findings of this present study.