

CHAPTER III

RESEARCH METHOD

A. Research Design

In research, the researcher must have design to make easy in analyzing the data. A research design was a plan or strategy for conducting the research. It was required to get dependable and useful information. To know what design which should be taken by the researcher, the first the researcher had to look at the problem of research.

As stated in problems of the research of the research was conducted to describe the teachers' perception toward the use of English textbook in teaching English at eighth grade of SMPN 23 Banjarmasin. This study used qualitative method that using descriptive-qualitative method. It means the data in this research were in form word and sentence. The researcher went to SMPN 23 Banjarmasin on 2016 and did the interview to two English teachers at eighth grade one-on-one interview, based on Creswell (2008, p. 226).

The researcher analyse the data by evaluated the textbook for selection and analysis for implementation by Byrd. (cited Celce-Murcia, 2001. P. 415). After that the researcher could find the result and made conclusion.

B. Research Setting

This research was conducted at eighth grade of SMPN 23 Banjarmasin, Jl. Harmoni Komplek. Bumi Raya Permai No. 37. This research would be taken

about 2 months. The researcher went there on February 2016, began at 9th until 17th February 2016, and for observation the school and the teachers the researcher went there on May 13th – 19th 2016, but the textbook did not use at that time because the teachers use students' worksheet (*LKS*) to teach their students for the preparation of school final exam, so the researcher went to SMPN 23 Banjarmasin again to find the teachers using the English textbook on August 1st 2016 – August 11th 2016. The situation in the school is warm, the other teacher who taught another subject were kind to the researcher. The school had a large school and a lot of rooms.

C. Participants

In this study, the subjects were two English teachers at eighth grade of SMPN 23 Banjarmasin. Each English teacher taught different classes. Teacher 1 (T1) taught five classes (VIII A, VIII B, VIII C, VIII D, and VIII E) and Teacher 2 (T2) taught other two classes (VIII F and VIII G).

D. Data

The data that would be investigated in this research was about teachers' perception toward the used of English textbooks in teaching and learning process at SMPN 23 Banjarmasin based on textbook: evaluation for selection and analysis for implementation. The issues in a textbook evaluation system were the fit between the materials and (1) the curriculum, (2) the students, and (3) the teachers. Analysis for implementation had categories that a teacher could use were

the same as in the selection process: the textbook provides content/explanations, examples, and exercises or tasks.

E. Technique of Data Collection

To collect the data in this research, the researcher used interview techniques. Interview, this technique used to collect the data which was related to this research. Interview was activity that involves interviewer and interviewee where the interviewer would give some questions to be answered by interviewee. Ary *et.al* (1985, p. 342) stated “In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent”. Thus, in this case, the interviewer had to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic. For additional, Syamsuddin (2011, p. 95) stated that in qualitative research, interview activity had two functions. First function was as main strategy in collecting data like data in the form of interview transcript, and second function was as additional strategy for other techniques like participatory observation, document analysis and photography. Then, Creswell (2008, p. 226) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. Based on the types of interview above, the researcher uses one-on-one interview. According to him, one-on-one interview was data collection process in which the researcher asked questions and recorded the answers from two participants in the school. The researcher prepared nine questions related to teachers’ perception

toward the use of English textbook at eighth grade of SMPN 23 Banjarmasin by six processes of teachers' perception. To collecting data of interview, the researcher made some procedures. Those were (1) preparing the concept of questions that wanted to be asked to subject and (2) the researcher made transcript of the result of interview. Kvale, 1996, p.105 states that semi-structured interviews are particularly suited for studying people's understanding of the meanings in their live world, describing their experiences and self-understanding, and clarifying and elaborating their own perspective on their lived world. The researcher interviewed two English teachers at eighth grade and some related people, such as headmaster and administration staff directly. (APPENDIX 2 and 3)

F. Data Analysis

After collecting the data, the researcher analysed the data. Wiersma (1991, p. 85) stated "Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study". In short, data analysis was systematically process to analyse data which had been collected.

The researcher used descriptive qualitative to analyse data. According to Sugiyono (2008, p. 245), there were three activities to analyse data in descriptive qualitative research. Those activities were data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divided the activity in analysing data into three activities, they were data reduction, data display, and conclusion drawing.

Data reduction meant the process of selecting, identifying, classifying and coding the data that were considered important. In conducting research, the researcher would get much data. Hence, the researcher must select data that would give valuable information in research. Thus, at first the researcher had to do reduction to analyse the data. Based on the concept of data reduction, reducing the data in this researcher was chosen by identifying vocabulary learning strategy used, the difficulties in learning vocabulary, and the solutions that were used to solve the difficulties only. Data display meant the process to simply the data in the form of sentence, narrative, or table. Data display referred to show data that had been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher described data that had been reduced into sentence form. Sugiyono (2008, p. 249) stated that in qualitative research, the most frequent form of display data was narrative text. Hence, the researcher arranged the data in good sequence of narrative text in order to be easier to understand. For the last process was conclusion and verification. In qualitative research, the characteristic of conclusion was temporary. It could change if the researcher did not discover strong evidence to support the next collecting data. In this research, the researcher made conclusion from the data display. In short, the steps in analysing the data were: (1) the researcher collected the data through interview. Then, the researcher selected, identified, and focused on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displayed those data into good sentences. (3) After displaying data, the conclusion is drawn.

To analyse the data in this thesis, the researcher evaluated for selection and analysed for implementation toward the English textbook, English on Sky 2, used in eighth grade of SMPN 23 Banjarmasin. The issues in a textbook evaluation system were the fit between the materials and (1) the curriculum, (2) the students, and (3) the teachers. Analysis for implementation had categories that a teacher could use were the same as in the selection process: the textbook provides content/explanations, examples, and exercises or tasks.