

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this research described about the English teachers' roles in group discussion at SMAIT Ukhuwah Banjarmasin. This research is descriptive qualitative. Descriptive qualitative method is a type of research which does not include any calculation of numbering, it means that this research does not deal with numerical measurement or statistic procedure, instead it includes sentence or description of the object as a result (Moleong, 2006, p. 2). Descriptive qualitative research is defined as a design to obtain information concerning the current status of phenomenon and to determine the natural situation as it exists the time of study. It means that the researcher tried to describe and analyze teacher roles in teaching English in group discussion.

The researcher used descriptive qualitative in this study because the researcher tried to use the description of the sentence in explaining, sharing and analyzing the data as well as the researcher tried to describe and analyze the teacher roles in teaching English using discussion groups at SMAIT Ukhuwah Banjarmasin.

Main objective of descriptive research is to describe the situation that happens when the research occurs (Furchan, 2005, p. 40). A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting to the people and places under the study (Cresswell, 2007, p. 37).

This research was a qualitative research because the data were collected in the form of words rather than numbers (Sugiyono, 2013, p. 13). The data collected rich of descriptions about people, talks, paces that will be difficult to explain with statistical procedures as in quantitative research. The data of this research covered the transcription of the students' utterance of communication strategies.

## **B. Research Setting**

This research conducted at SMAIT Ukhuwah Banjarmasin on Jl. Bumi Mars Raya No.12A, Kel. Pemurus Baru, Kec. Banjarmasin Selatan, Kota Banjarmasin, Kalimantan Selatan. The researcher conducted the research when the teacher teaches English learning use group discussion.

The researcher was also done the research from August 5<sup>th</sup>, 2019 until September 6<sup>th</sup>, 2019. Meanwhile, the researcher conducted four observation with Teacher A and also four observation with Teacher B and interviewed the students at XI MIPA 2 on Wednesday August 21<sup>th</sup>, 2019

and XI IIS 2 on Thursday, August 22<sup>th</sup>, 2019, and interviewed Teacher A on Friday, August 30<sup>th</sup>, 2019 and Teacher B on Friday, September 6<sup>th</sup>, 2019.

### **C. Participant/Object**

The subject of this research were:

1. Two English teachers who used group discussion technique in SMAIT Ukhuwah Banjarmasin.
2. 44 students which are 25 students from XI MIPA 2 and 19 students from XI IIS 2 of SMAIT Ukhuwah Banjarmasin.

### **D. Data Collection**

In this research the researcher collects data with two ways, which are observation, interview.

#### **1. Observation**

Observation was did by researcher to find out data of teachers role and also students' response toward group discussion. To get the data, the researcher observed as long as the teacher taught in class field notes, video and recording that the researcher did for 6 weeks. Researcher also observed how the teacher managed the discussion and how the teacher provided opportunities for all students to participate. Observation is the basic of all science. The scientist simply can work

based on the data, that is the fact of the real world in which get from the observation (Sugiyono, 2013, p. 310). Observation divided into two types, namely non-systematic observation and systematic observation (Arikunto, 2005, p. 200). Non-systematic observation is when the researcher did observation without using instrument of observation, while systematic observation is the researcher did observation by using instrument of observation. The observation technique used in this research was systematic observation by using observation guide as instrument of observation. The guide of observation is consisted of list teachers' roles and students' response toward group discussion which would be observed by researcher, so the researcher just gave the sign "yes or no" in observation sheet of teachers' role and students' response but just wrote the explanation in the observation sheet of teachers' role when the event happened. In other words, this observation was conducted by researcher using observation sheet. Then, the researcher also recorded students and teachers activity in the class to make sure the data where got in observation sheet is valid.

## 2. Interview

After observing, the researcher conducted interview with the English teachers who used the discussion group when teaching with several question research related to the research. The researcher gave

the question related to teachers' role in group discussion that were adapted from Suryosubroto and Juan's theory about teacher as facilitator, teacher as controller, teacher as resource, teacher as organizer, and teacher as connector. The researcher also interviewed the students' of SMAIT Ukhuwah Banjarmasin to know their response toward group discussion. The researcher brought guideline of interview, pen, and recorder. Therefore, the researcher wrote and recorded the teacher and students' answer to make sure the data from interview. Interview is a data collection technique to obtain more information from the data source directly through conversation and frequently asking questions (Satori & Komariah, 2011, p. 130). Interview is used by researcher to know the things related to the information more deeply. Besides that, interview is a conversation which is done by two people as the interviewer and the interviewee with certain purpose (Moleong, 2006, p. 186). In this interview, the researcher interviewed the English teachers to ask about their roles in group discussion and the students of SMAIT Ukhuwah Banjarmasin to get more information about their responses toward group discussion.

#### **E. Triangulation**

Triangulation is defined as the use of two or more methods of data collection in the study of some aspect of human behavior (Cohan, Manion,

& Keith, 2000). Besides that, triangulation is observing something from different angles or viewpoints (Neuman, 2014, p. 166).

In this research, the researcher used triangulation of technique. Triangulation of technique, it means the researcher uses difference of data collection technique to get the data from the same source or just one source of the data. Here, the researcher got information from different of data collection technique, those are observation, interview and questioner. This observation did by researcher only to investigate the first research question which is the English teachers' roles in group discussion. In doing the observation, the researcher became a passive participant observer, it means the researcher came to place of observation but did not interact or participate, the researcher only listened, watched and taken a note in the classroom being observed (Sugiyono, 2013, p. 312). The other data collection technique is interview, it was designed to strengthen finding of the first research question which is about teachers' roles in group discussion, besides that this interview also to investigate the second research question about the students' responses toward group discussion. The last data collection technique is questioner, this data collection technique is also to answer the second research question which is about the students' response toward group discussion.

## **F. Data Analysis**

In data analysis of qualitative research, According to Miles and Huberman (1984) as cited in Sugiyono (2013, pp. 337-345) said that the activities of qualitative data analysis is done interactively and continuously until the data saturated. The data analysis is consisting of three concept data reduction, data display, and drawing/ verification. Therefore, the researcher uses it to analyze data as follow:

### **1. Data Reduction**

Data reduction is selection process, focus, transformation through data that is in the field and continues at the time of data collection, thus the researcher focused on the research area. Therefore, at this step researcher collected all data from all instruments such as observations and interviews used by researcher. Then researcher chose data that is important to answer research problems and discarded data that is not related to the research problems.

The researcher collected and summarized from observation of teachers' role and students' response. In addition, the researcher also summarized teacher and students' answer from interview. Then, the researcher reduced the unimportant data that did not relate this research. After reducing unimportant data, the researcher collected the data that related to this research.

## 2. Data Display

After selecting and reducing data the next step is the presentation of data, in this case the researcher displayed the data by showing the table and mostly explaining in description of the sentences to find out what happened to in the research and determine the steps will be taken to answer the research problem.

The researcher displayed to analyze the data from observation and interview about teachers' role in group discussion and students' response toward group discussion descriptive text. It means in chapter IV the researcher used descriptive text to write and describe the data that had reduced which consist of:

- a. Teacher as facilitator
  - 1) Teacher used media in group discussion
  - 2) Teacher used tools in group discussion
- b. Teacher as controller
  - 1) Teacher supervised discussion technique.
  - 2) Teacher supervised material discussion.
- c. Teacher as resource
  - 1) Teacher mastered material discussion.
- d. Teacher as organizer
  - 1) Teacher divided students into group
  - 2) Teacher arranged students' seat



- 3) Teacher selected material discussion.
- e. Teacher as connector
- 1) Teacher connected the material to the students' real life.
3. Drawing/ verification

The final step in this qualitative research is to give conclusions. So, researcher began to conclude the results of the data that can be analyzed after data reduction and data display.

In drawing conclusions the researcher concluded the data about teachers' role in group discussion and students' response toward group discussion which were in accordance with problem statement could answer all of the question in problem statement supported by the validity data.