

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was qualitative study. According to Ary, Jacobs and Sorensen (2010), Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

Descriptive research is generally carried out with the main goal, which is to systematically describe the facts and characteristics of objects or subjects that are precisely examined. In recent developments, descriptive research methods have also been carried out by researchers for two reasons. First, from empirical observations it was found that most of the research reports were carried out in descriptive form. Second, the descriptive method is very useful to get a variety of problems related to the field of education and human behavior.

This study was also descriptive qualitative research. The qualitative inquirer deals with data that are in the form of word or pictures rather than numbers and statistics. Sheman and Webb (1998) assume that qualitative research is concerned with meaning as they appear to, or are achieved by persons in lived social situation. Meanwhile, Bogdan and Biklen (1982) state that qualitative research is descriptive which the data is collected in the form of word or pictures rather than numbers. Data in the form of quotes from documents, field notes, and interviews are used to present the findings of the study.

Descriptive research is one type of research method that seeks to describe and interpret objects according to what they are (Best, 1982). Descriptive research is also often called non-experiment, because in this study researcher did not control and manipulate the research variables. With descriptive method research, it allows researcher to make connections between variables, test hypotheses, develop generalizations, and develop theories that have universal validity (West, 1982). In addition, descriptive research is also a study in which data is collected to test research questions or hypotheses relating to circumstances and present events. They report the state of the object or subject under study as it is.

B. Research Setting

This research was conducted at SMKS Bina Banua at Jl. Pramuka no.17, Pemurus Luar, Kec. Banjarmasin Timur, Banjarmasin City, South Borneo 70654. This school was chosen as a place of research because the teacher at SMKS Bina Banua applied English language teaching techniques using discovery learning methods that were in accordance with the provisions of the 2013 curriculum.

The research conducted for 2 months with several observations, conducting interviews with teachers and students at SMKS Bina Banua Banjarmasin.

C. Participants

Subjects in the study are required to obtain the necessary information. According to Lodico et.al (2006) revealed that in qualitative research, the researcher chooses a subject based on the knowledge of the subject who is able to answer the question. This is a teacher who teaches students using the model of discovery learning model and the object of this research is a model of discovery learning. In this research, researcher chose one teacher to be observed and interviewed. Researcher also took one class in one major (XI Pemasaran major) consisted 26 students for being interview and observation to students.

D. Data

The data in this study will be obtained from conducting interviews with the participants supported by the observation to obtain validity in the practice of discovery learning and documentation as evidence. In taking the data, researchers need a source to get the data available. The data source is the research subject from which data can be obtained. Data sources are important in conducting research. Thus, the data source is the substance where the researcher will get the necessary information.

According to Ary et.al (1985) argues that in qualitative research, we can use two source to get that is with primary source and secondary source. In this study using the main source, the researchers used the results of interviews to teacher who has taught with discovery learning

method. In this qualitative research, interview results are used as the strongest source to obtain information. And this study also uses secondary source to get the data, the researchers used the documents as evidence to collect data in a study.

E. Techniques of Data Collection

Data collection in qualitative research according to Catherine Marshall, Gretchen B. Rossman (1995) cited by Sugiyono, states that: "...the fundamental methods relied on by qualitative researchers for gathering information are, participation in the setting, direct observation, in-depth interviewing, document review."

1. Observation

Collecting data through observation, researchers will come directly and participate in observing the teacher who has taught with discovery learning method at SMKS Bina Banua Banjarmasin.

Researcher made an observation sheet to observe the teacher was taught using discovery learning model in teaching and learning process and researcher also made an observation sheets to students who learnt English in the class.

In this study, researcher used an observation sheets that would be done in class while learning English. Researcher observed in accordance with the provisions or procedures for the application of discovery learning according to the expert. The researcher uses 12

steps which would be an observation sheets when observing to the teacher, and researcher also made an observation sheets to students about their activities in the class to find out the responses using Discovery Learning Model. Observation was carried out 3 times to get accurate results.

2. Interview

Interviews are needed to get deeper information about how to use the discovery learning method and how are students' learning results after the teacher has applied the discovery learning method so that the results are more accurate.

The researcher will conduct interviews with teacher who has taught with discovery learning method The researcher will conduct interviews in a relaxed manner so that teacher will be more relaxed in explaining what is requested by the researcher. The researcher will ask general questions before the teacher are not surprised and more relaxed in the interview process.

In this study, researcher conducts an interview with the teacher who uses the discovery learning model by giving 20 questions related to the teacher teaching model there.

3. Documentary

This technique is taken to collect data from supporting documents such as: several pictures when the researcher observe that related to the

learning activities using Discovery Learning Model and also the lesson plan that teacher used by Discovery Learning Model.

F. Data Analysis

According to Milles and Huberman (2007), analysis of organized data on the site confirms that the columns in a time matrix are arranged with time periods, in the order of stages, so that it can be seen when certain symptoms occur. The basic principle is chronology. To present data to be easily understood, the data analysis steps used in this study are Interactive Model Analysis from Miles and Huberman, which divides the steps in analyzing data with several parts, namely data collection, data reduction, data display, and conclusions.

1. Data Collection

In the analysis of the first model data collection was conducted on interviews, observations, and various documents based on categorization that was in accordance with the research problems which then developed sharpening data through subsequent data searches.

In this study researcher observed in class during teaching and learning process and used interview to know how the teacher applies about discovery learning model and also what are the students' responses about it. To get validity the data, researcher also took documentary such as lesson plan that used in teaching and learning process.

2. Data Reduction

Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary data and organizes data in such a way that final conclusions can be drawn and verified (Miles and Huberman, 2007).

According to Mantja (in Harsono, 2008), data reduction takes place continuously while the research has not ended. Products from data reduction are in the form of summaries of field notes, both from initial records, extensions, and additions.

In this study, researcher reduced the data which is not related to problem based on the data collection above or shorted out the important data to be included as a result of the study and which data should be discarded which not related.

3. Data Display

Data presentation is a series of information organizations that allows research conclusions to be made. The presentation of the data is intended to find patterns that are meaningful and provide the possibility of drawing conclusions and giving actions (Miles and Huberman, 2007). According to Sutopo (in Harsono, 2008) states that the presentation of data in the form of sentence narratives, images / schemes, networks and tables as the narrative.

In this study, researcher displayed the result using tables which is related to the topic that is the use of discovery learning model in teaching English.

4. Drawing Conclusion /verification

Drawing conclusions is part of a complete configuration activity (Miles and Huberman, 2007). Conclusions were also verified during the study. Conclusions have been drawn since researchers wrote down records, patterns, statements, configurations, causal directions, and various propositions (Harsono, 2008).

In this study, researcher drawing conclusion based on the result obtained with the data collection technique and validated so that it gets a conclusion relating to the research question.