

CHAPTER III

RESEARCH METHOD

A. Research Design

Research design is made to find and answer the question of the study. In this research, the researcher use qualitative research to analyze the data, because the data were collected in the form of word than numbers (Sugiyono, 2010). Qualitative research is a research that cannot be done by statistical procedures or other quantification. Qualitative research is a means of exploring and understanding the meaning of individual or groups ascribe to a social or human problem (Creswell, 2009). Furthermore, according to Bogdan and Taylor (1992) state that qualitative research is one of the research procedures that produced descriptive data orally or written and behavior of people that observed (Basrowi & Suwandu, 2008).

In qualitative approach, the researcher used descriptive qualitative to analyze the data because the researcher tried to describe the roles that the teachers used in 2013 curriculum in English teaching and learning process. The descriptive qualitative method is “a type of research which does not include any calculation of numbering”. The researcher used observation and interview as an instrument to find out the data of teachers’ role in 2013 curriculum in English teaching and learning process at MAN Tanah Laut.

B. Research Setting

The research was conducted at three classes of MAN Tanah Laut in Al Fatah street, Pelaihari, Tanah Laut regency, Kalimantan Selatan. The researchers decided to observe and research considered the three aspects of the consistency of using 2013 curriculum, the application of 2013 curriculum during teaching process and the human resources (teachers) who mastery well or only self-taugh.

The researcher was also done the research for one month, from July 29th, 2019 until September 09th, 2019. Meanwhile, researcher observed each all the teachers' twelve times and interviewed three times.

a. Teacher A at X MIA (Natural Science and Mathematics) 1

Table 3.1 Observation schedule with Teacher A		
Observation	Day/Date	Theme
1	Monday, July 29 th , 2019	Talking about Self
2	Monday, August 05 th , 2019	Talking about Self
3	Monday, August 12 th , 2019	Compliment and Congratulating
4	Monday, August 26 th , 2019	What are You doing?

b. Teacher B at XI IIS (Social Science) 1

Table 3.2 Observation schedule with Teacher B		
Observation	Day/Date	Theme
1	Tuesday, July 23 rd , 2019	Offers and Recommendations
2	Tuesday, August 06 th , 2019	Offers and Recommendations
3	Tuesday, August 27 th , 2019	Opinion and Thoughts
4	Tuesday, September 03 rd , 2019	Opinion and Thoughts

c. Teacher C at XII MIA (Natural Science and Mathematics)

Table 3.3 Observation schedule with Teacher C		
Observation	Day/Date	Activity
1	Wednesday, July 31 st , 2019	May I help You?
2	Wednesday, August 07 th , 2019	Why You don't visit Seattle
3	Wednesday, August 28 th , 2019	Why You don't visit Seattle
4	Wednesday, September 03 rd , 2019	Exercise

The interview done at once time for every teacher, that was on September 02nd, 2019, with teacher A. On September, 09th with teacher B and C.

C. Participants

The participants of this research are the English teachers. There are three English teachers that taught English at MAN Tanah Laut, so the researcher took all of them as participants of this research. They also used 2013 curriculum as the guideline of teaching. It is appropriate for the research that the researcher did.

D. Data

1. Data

The data of this research was gotten from the result of observation and interview. The observation guideline and the questions of the interview were adapted from Harmer's and Usman's theories in teaching learning process.

2. Source of data

The source of data was taken from three English teachers at MAN Tanah Laut. The researcher observed four times each other when they taught English at the class and interviewed them outside the classroom.

E. Technique of Data Collection

In this research, the researcher used observation and interview as instrument to help the research easier, more effective and efficient. The procedures of the data collection techniques are presented as follows:

1. Observation

The first technique to collect the data was observation. A qualitative observation is when the researcher takes field notes on the activity of the individual at the research site. The researcher records, in semistructured way activities at the research site. The researcher did not participate during teaching learning process (Creswell, 2009). Observation is an effort that the researcher did to collect and record all events and activities that happen, it can use some tools or not (Basrowi & Suwandu, 2008). The researcher used the focused observation that has quite specific reference to the research problem. While observing, the researcher observed the teachers' activities in the class during teaching English process to answer how is the teachers' role in 2013 curriculum. When observed the teachers, the researcher also prepared an observation checklist adapted from Harmer and Usman. The observation checklist contained seven aspects of teacher roles in 2013 curriculum. The researcher did observation four times meeting for one teacher.

2. Interview

The researcher conducted a semistructured interview to gain the information related to the teaching and learning process. The researcher conducted face to face interview with the subjects. This interview involves semistructured and generally open-ended questions that are few and intended to elicit an opinion from the subject. (Creswell, 2009).

The researcher interviewed three English teachers outside the classroom. The researcher interviewed the English teacher to know the roles related to the English teaching and learning process. The researcher used interview in such a way of data to support the theory and help the researcher to strengthen the research, especially the observation guideline. Whether suitable for the observation or not. When conducted interview, the researcher prepared nine questions that adapted by Harmer and Usman.

F. Data Analysis

Data analysis procedure is the process of finding and compiling data obtained during observation and interview, then arranged systematically. In carrying out data analysis procedures, researcher uses Mile and Huberman models as cited in (Sugiyono, 2010). Data analysis procedure is done through 3 activities as follow:

1. Data Reduction

The researcher obtained quite a lot of data after conducting observations and interviews during the teaching and learning process. Data reduction refers to the process of selecting, summarizing, choosing, and focusing the data that appear in the written-up field notes or transcription. When conducted research, the researcher got much data. Then, the researcher selects the data that give valuable information in this research. Thus, at first, the researcher has to do a reduction to analyze the data. Based on the concept of data reduction, reducing the data in this research is chosen by identifying how is the teachers' role in 2013 curriculum in English teaching and learning process.

2. Data Display

After reducing the data that obtained in the field, the researcher will display the data. There are several choices in displaying data, narrative text, graphics, matrix, networks, and charts. The function of these types of data display was to perform accessibly and organize information about the data. In this research, the data displayed into a narrative passage to convey the finding of analysis about the teachers' role in 2013 curriculum in teaching and learning process.

3. Conclusion

Miles and Huberman state that the last step in analyze data is conclusion and verification. The conclusion is temporary. The researcher collected the

data through observation and interview. Then, after getting the data, the researcher select, identify, reduce and focus on the data based on the research question. The conclusion is a summary of the data collection and information that have been researcher present about the result of the data after reducing and displaying the data.