

## **CHAPTER III**

### **RESEARCH METHOD**

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

Research design is plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection analysis as stated by Creswell (2014). This study is a descriptive qualitative research by doing content analysis which is aimed to analyze character values in reading text that used by the students of XI grade students of MAN 2 Model Banjarmasin and to describe the way of teacher in assessing students' character in learning reading.

#### **B. Research Setting**

In this study, the researcher conducted the study at Madrasah Aliyah Negeri (MAN) 2 Model Banjarmasin that is located at Jalan Pramuka Km. 6 Komplek Semanda Banjarmasin. This school is an Islamic Educational Institution under Ministry of Religious Affairs (Kemetrian Agama). There are twelve classes in this school for XI graders that consists six classes majoring in Science, three classes majoring in Social, and three classes majoring in Religion. Moreover, there are six English teachers, but the researcher took two teachers for this research as subjects because they were the ones who are specifically handle the XI graders. MAN 2 Model Banjarmasin implements Curriculum 2013 and students' character in this school are developed well.

The researcher wants to know it's related to reading material or not. So for these reasons the researcher wants to conduct the study in this school.

### **C. Participants**

The participants of this research were English teachers in MAN 2 Model Banjarmasin. In accordance with what is already in explain, that this research described about analyzing reading text in building character education of English learning in MAN 2 Model Banjarmasin. Where the researcher observed how the process of selecting reading materials, and how the students in the school receive and understand English learning. This is the reasons to choose teacher as subject of research, because the student is the deciding goal and success of what was already done, in addition to this activity also aims to assess the success of a teacher with learning material in explaining utilization of English language.

### **D. Data**

The researcher used document as the main source of data to be analysed, the document is a textbook which is used by the teacher to teach English at the school (MAN 2 Model Banjarmasin). Document is valuable information used in qualitative research which consist of public and private records that the researcher obtains about a site of participants in a study (Creswell, 2009, p. 230) The researcher analyzed it because she wants to know whether good or not the reading text in the textbook. In the textbook, there are some reading texts which are used by the teacher to teach reading

skill to their students. The researcher takes all of reading text in the textbook to be analyzed.

## **E. Technique of Data Collection**

### **1. Documentation**

According to Creswell (2014: 256), documentation is a technique of data collection producing some important notes related to the problem observed, thus it would contain a complete and valid data.

In this research, documents are used to gain information about reading text materials which are used in teaching and learning process. The researcher inquired the documents from the subject teachers, it can be lesson plan or the syllabus and English course book. Then, the researcher read the documents, mark the part of document (lesson plan or syllabus) which are concerned with the research questions including language focus and activities for each meeting.

### **2. Interview**

Interview is one of technique of data collection through communication process, it is a relation or private conversation between the researcher and the respondent. The process of interview can be used directly or not. Direct interview means a 'face to face' and oral conversation between the two communication actors, while indirect interview means using a list of questions sent by the researcher to the respondent to answer it in written form.

In this research, the researcher used direct interview by visited the school, explain the objectives of the study to the teachers who to be participant and administered the interview. Then, the researcher asked several questions related to his/her experience implementing character education toward reading material in the classroom and the students' responses toward this activity. The process recorded by phone. They are two teachers and each of them individually interviewed with open-ended questions at different times. And for the language use, the researcher decides to use Banjarese and Indonesian to make understand easily.

#### **F. Data Analysis**

Data analysis is the most important and also difficult part of research, because there will be obtained some important informations in the form of research finding. The process of understanding those informations is inductive in which it is begun by learning from the data.

After collecting the data, the data of the study conducted by several steps. According to Huberman and Miles (1994:10), there are three steps on analyzing the data: First, data reduction; the researcher reduces unnecessary information from the data were obtained through observation. In this process, the data from observation and interview were transcript. Second, data display; the data from observation, interview, and document analysis are analyzed and the last is conclusion drawing/verification. For detail of its process, it can be seen below:

## **1. Data Reduction**

Data reduction become the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing simplifying, abstracting, and transforming the data in written up field note or transcript.

In this research the data is in the form of voice recording of the English teachers. Based on Miles theory, in this step the researcher firstly analyzing the data by hearing the voice recording, listen carefully and checking the data by reading the transcription to see the context. Next, the researcher categorizing the data from interview into several themes which becomes the main concern of this study. The researcher also reducing inappropriate data, takes some notes for interpreting the data from interview to address research questions, and also makes summaries to make easy in analyzing the data and continuing the next steps.

## **2. Data Display**

The second steps data display. According to Miles (1994:11), generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the researcher shows or displays the data which is contains the way teachers deliver and assess the character values whether in teaching and learning process in the classroom or outside the classroom.

For document analysis, the researcher uses syllabus and course books. This step is begun by read the document, in the form syllabus and course books. Then, the researcher marks the part of document which concern with the research questions (language focus and activities of each meeting). And lastly the researcher interpreting the data from documents.

### **3. Conclusion Drawing**

After finishing doing the data reduction and data display, the last step to analyze the data in this research is drawing conclusion. According to Miles, (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of filed notes, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In this step the researcher concludes the result of the research based on the research problems character education theory are used.

