

CHAPTER III

RESEARCH METHODOLOGY

This chapter presented the research design, research setting, the participant of the research, research data, techniques of data collection, and data analysis of the research.

A. Research Design

The design of this study was qualitative descriptive research that adopted narrative inquiry approach. Descriptive research is a term for qualitative studies, is a research method that is used to describe the real phenomena or a certain period of treatment objectively and accurately. Descriptive research aims to describe the real and existing phenomena in research systematically. It is urgent for researcher to collect the available data (existing phenomena) using research instrument. They are questionnaire, test, interview, and observation (Atmowardoyo, 2018, p. 198).

Narrative inquiry approach will examine human experience through life-story interviews, photo-voice ventures, oral histories, autoethnography, biography, or other narrative methods of human experience (Ford, 2020, p. 237). The researcher used narrative inquiry approach in this study to match with the purpose of the study which focused on teacher's perception toward the role of ELT textbook in

teaching and learning activity in MTs Al-Muhajirin Antang besides considered the number participant of this study.

The number of the study required narrative approach to retell and examine the result. Related to that, the participants were selected with convenience sampling. The techniques of collecting data used interview and observation. In addition, the researcher also recorded its process. In other words, the research design was designed to answer the research questions that consist of what were the teachers' perception toward role of ELT textbook in teaching and learning activity at MTs Al-Muhajirin Antang and what were the teachers' obstacles in adjusting teaching and learning activity in ELT textbook in limited face to face learning.

B. Research Setting

This study was conducted in MTs Al-Muhajirin Antang, one of institution in Pondok Pesantren Al-Muhajirin Antang which was located at Jl. Cilik Riwut, Selat Hulu, Kapuas, Kalimantan Tengah. The school was selected because it applied limited face to face learning to learn every subject, including English. It had two section (morning and afternoon section) with 15 students each section. Besides, the school was convenient to access in conducting the research properly and deeply.

The study was conducted for two months. It started around the mid of October, began with planning, observation, interview, and implementation and narration of the research.

C. Participants

The participant of the study was the English teachers of the girl classes from MTs Muhajirin Antang from each grade. The total of the participants were three English teachers. They were the appropriate participant for the study because they taught students in limited face to face learning during current situation and had an understanding about the role of ELT textbook. Also, the English teachers in the school used an appropriate textbook to teach English entitled English on Sky based on curriculum 2013 for all grades which were published by Erlangga. The participants were selected with purposive sampling. Purposive sampling is a type of non-probability sample which is can be logically assumed to be a representative from the population (Battaglia, 2008, as cited in Klar & Leeper, 2019, p. 420).

D. Data

The data sources of this research were three English teachers of the girl classes from MTs Muhajirin Antang from each grade. They were the primary source of data for the research, so as the research was able to narrate what were the teachers' perception toward role of ELT textbook in teaching and learning activity at MTs Al-Muhajirin Antang and what were the teachers' obstacles in adjusting teaching and learning activity in ELT textbook in limited face to face learning. The researcher used observation and interview, it included everything that happened within the process which related to this study.

E. Technique of Data Collection

1. Interview

Gay argued that interview is a verbal interaction which is conducted by one person (interviewer) who trying to collect information from another person (interviewee) purposely (Gay, 2008, as cited in Sari, 2017, p. 46). Interview towards participants helped the researcher to know the data about teacher's perceptions toward the role of ELT textbook in limited face to face learning based on the Richard's theory in chapter II. Researcher used open-ended questions in the interview list to obtain the data deeply. Three English teachers were interviewed gradually. Interview process took for about 3 weeks to conduct and it began in the mid of October. In addition, the researcher recorded or save the parts of interview process with camera or else to make sure nothing was missing.

2. Observation

Observation is commonly used to measure and know the subject of the phenomena by watching it. The process includes observing class conditions and all situation, then the observer will decide the proper interview questions based on the observation (Nunan, 1992, as cited in Rini, p. 22). The data that were obtained by observation was teachers' obstacles in adjusting teaching and learning activity in ELT textbook during limited face to face learning to support the primary data. Through its process, researcher used observation sheet to gain the data.

The observations were conducted in three meetings. The first meeting was to observe teaching and learning in class 7, the second meeting was to observe teaching and learning in class 8, and the last meetings was to observe teaching and learning in class 9. The observation process was conducted by adjusting with interview process.

F. Data Analysis

The research adopted narrative inquiry approach to conduct a research. The steps to apply narrative inquiry approach in constructing a research were based on Creswell's theory (Creswell, 2006, p. 53-84). The researcher analyzed the data based on what concluded in the theory and concluded those onto several steps. They were transcribing, coding, and creating the narration of the subjects or participants of the study. Further explanation of the theory above were:

1. Transcribing

The process of the research began with identifying a phenomenon or the topic to investigate and selected the participants for the research. After selected the participants, the researcher transcribed each interview into files and saved it to keep the information safe and could be reviewed again.

2. Coding

The next step after collected the story from the participants, the researcher coded all the individual narratives result used emerging

themes. The themes were arranged sequentially based on the theory from the role of ELT textbook.

3. Creating the narration

The last step was retelling or restorying the story of the individuals after cooperating with the participants or storytellers, then wrote a story about participants' experiences, and validated the precision of the study. The researcher created the narrative of participants based on the written transcript to identify the segment of discrete experiences of text in which the participant told about their experiences sequentially.