

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was carried out through qualitative research using content analysis method. Content analysis is about finding or discovering patterns. Krippendorff (2013: 24) defines content analysis as a research technique for making replicable and valid conclusions based on the context of its use. Content analysis research will produce the same inferences in the same context even though the research is conducted by other people.

The most common method of data analysis would be the content analysis method. The purpose of this study is to collect and analyze data related to what types of tenses are in the grammar book for grade 4 at Darul Amien Islamic boarding school.

B. Research Object

The object of this research is English textbook entitled “English Grammar 2 for Class Four” published by Gontor Darussalam Press. This book is compiled by The Syllabus team of KMI, Modern Islamic Boarding School “Darussalam”, Gontor Ponorogo Indonesia. This book is revised edition of English Grammar for class four KMI of Darussalam Gontor Ponorogo. The revisions are based to a great extent upon the graciously offered suggestion from teacher familiar with the original edition of the book, who then worked as a team under the Department of Research and Development of syllabus of KMI to shoulder the task.

C. Data Source

The data source is taken from the textbook mentioned above. The data is the data is all the tenses contained in the English Grammar 2 book for class four.

D. Technique of data collection

The data collection technique used in this study is documentation. Documentation is done through careful reading and recording of grammar 2 textbooks for class four at darul amien Islamic boarding school. Careful reading and recording is a form of objective analysis carried out. The reading is done repeatedly and the findings obtained are written down carefully during reading. The findings in question are in the form of tenses that appear in the textbook.

E. Analysis Technique

Data analysis is the process of processing data so that it becomes a conclusion. There are several stages that need to be considered in content analysis. The stages of content analysis in this study are based on the steps of content analysis proposed by Krippendorff (2013: 84-86). These steps are as follows.

1. Unitizing

Unitizing is an effort to retrieve the right data with research interests which include text, images, sound, and other data. which can be further observed. Units are research objects that can be measured and assessed clearly, therefore they must be sorted according to the research questions that have been made. At this stage, data collection was carried out by collecting Grammar 2

textbooks for class four at Darul Amien Islamic boarding school. The units analyzed were then determined, namely in the form of text and image elements in the textbook.

2. Sampling

Sampling or determination of samples is a way for analysts to simplify research by limiting observations that summarize all types of existing units to collect units that have the same theme or character. Because this study uses a qualitative research approach, the sample does not have to be represented by statistical projections. Quotations and examples can serve as samples. The sample is used to support the main statement from the researcher. This stage is carried out by focusing on the tenses that appear in the Grammar 2 textbook for class four at Darul Amien Islamic boarding school.

3. Recording (taking notes)

At the recording stage, the researcher tries to bridge the distance between the units found and the readers. Recording is intended so that units can be used repeatedly without having to change the meaning. Therefore, recording serves to explain to the reader or data user to be conveyed to the situation that developed at the time the unit appeared by using narrative explanations and/or supporting images. The recording in this study was carried out on the tenses that appear in the Grammar 2 textbook for class four at Darul Amien Islamic boarding school.

4. Reducing

The reducing or data reduction stage at this stage is needed for efficient data provision. In simple terms, the units provided can be based on the frequency level. In this way, the results of collecting units can be provided more concisely, concisely, and clearly. Data reduction in this study was carried out during the data analysis stage. Reduction is done by eliminating data or information that is irrelevant to the research associated with the aspects listed in the research question.

5. Inferring

At the inferring or conclusion stage, the researcher tries to analyze the data further by looking for the meaning of the existing data units. This stage will bridge between a number of descriptive data with the meaning of the text. Drawing conclusions tries to uncover the existing context by using analytical constructs. Analytical construction functions to provide a model of the relationship between the text and the intended conclusion. Analytical constructions must use the help of theory, namely conceptions that already have wetness in the academic world. The analytical constructs in this study use representations adapted to textbook analysis. Representation is done by mapping the results of the reduction to obtain answers to questions that can be concluded from the results of the analysis.

6. Narrating

Narrating or narration is the last stage. Narrative is an attempt to answer research questions. The narrative contains important information for research users so that they have a better understanding or can further make decisions

based on the results of existing research by reviewing the results of the analysis with relevant sources.