

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher of this study used descriptive qualitative analysis to explain the issue. Writing that accurately reflects the conditions that existed at the time of the direct research is known as descriptive research. Qualitative data, in the opinion of Miles and Hubberman (1994, p. 1), are a source of rich, well-supported descriptions and explanations of processes in recognizable local contexts.

Qualitative descriptive research is a research that describes the object of the research based on visible fact. This study is aimed to describe and analyze the internalize character values through teachers' roles in the class. In this research, the researcher collects the data through observation, interviews, and documentary the students.

B. Research Setting

The research setting is related to the place and the time of research. This research was taken in online class at MTsN 1 Banjarmasin. The researcher decided to observe and research considered the aspects of the consistency of using

curriculum 2013, the application of 2013 curriculum during teaching and human resources (teacher) who mastery well or only self-taugh.

The time of research was on 21 january until 25 februari years 2021. The researcher chose students at VIIB, VIIID, IXB, and IXD class. The researcher decided to observe and research considered the internalizing of character values through an English teacher in the class. In this research, the focus of the research is how the teacher's roles in applying character values in learning tools, the application of character values internalize in the teaching and learning process, and materials in learning English for class VIIB, VIIID, IXB, and class IXD.

C. Participant

The participant of this research are the English teacher. There are two English teachers that taught English at MTsN 1 Banjarmasin and the research chose the teacher that taught at VIIB, VIIID, IXB, and IXD online class. The teacher also used 2013 curriculum as the guideline of teaching. It is appropriate for the researcher that the research did.

D. Data

The aim of the research is to get the data. The data is an important tool in the research which is in the form of the phenomenon in the field and number.

From the data, the researcher would know the result of the research. The data in this research would be in the form of descriptive qualitative data.

The classification of data is done based on the criteria in order to facilitate data retrieval and data analysis. The criteria that used to find the character values and the roles of teacher use in the class.

The researcher looked at the teacher and saw whether teacher were using some of the teachers' roles, matched with the questionnaire results obtained from the students.

Data in this research would be obtained from conducting observed with the teacher in the classroom and from videos the teacher taught in the classroom to get validity in internalizing the teacher roles and character values implemented.

E. The technique of data collection

In this research, the researcher using was collected by using three forms of instruments that were observation, interview, and documentation. The observation was a means of measuring what the observer heard, saw, and thought when collecting data during the class, the researcher used the notes taking and video. The researcher uses note-taking and videos to prepare the possibility of losing the relevant data during the implementation of the action.

After getting the data from teacher interview transcription, research also used documentation as an instrument of this research to complete the data, it obtains in the form of recorders document. According to Arikunto (2010)

Documentation is a technique used for collecting from non-human resources, such as a book, notes, videos, etc in this research, research takes the data from sentences student translated and the observation note.

The classification of data is done based on the criteria order to facilitate data retrieval and data analysis. The criteria used to determine the character values through teachers' roles in videos recorded during the class and the teacher interview.

In this research, the researcher uses observation, interview, and documentation :

1. Observation

A technique for gathering data that has come to be linked with qualitative research is observational research. Flexibility is observational research's key benefit. "Observation is a data collection technique carried out by conducting in-depth research, as well as recording systematically," claims Arikunto (2010). With the help of uillBot's paraphraser, you can rapidly and effectively rewrite and rephrase your material by taking your sentences and making adjustments! According to Margono (2007, p.159) cited "observational is used to see and observe changes in social phenomena that grow and develop which can then be made changes to assessment, for observers to see the object of the particular moment, so to be able to separate between the necessary and unnecessary". The researcher used the focused observation that has quite specific reference. The researcher observed the teachers' activities in online

class during teaching English to answer what is teacher role in 2013 curriculum. When observed the teachers, the researcher also prepared an observation checklist adapted from hamer and usman. The observation checklist contained aspects of teacher roles in 2013 curriculum. The research did observation six times meeting for two teachers in a group chat or in a google classroom. The time of research was on 21 januari until 25 february years 2021.

2. Interview

In this study, the researcher set up a few interview questions that were expounded upon during the interview to elicit the information's response. Four different sorts of interviews are categorized by Creswell (2008, p. 218–220): one-on-one, focus group, telephone, and electronic email interviews.

Based on the types of interview explained, the writer tries to use one-on-one interview. The researcher make 10 questions for the interviewe (see appendix II). The writer used interview for this research with aims to get more data of internalize of character by English teacher used some of teachers' roles in the class. The interviewee were the teacher who teach English in Online class at MTsN 1 Banjarmasin.

3. Documentation

A valuable source of information in qualitative research can be documentation. According to Hindmarsh (2010), “the documentation can be

videos by someone that can be used to obtain information. In conducting the documentation method, the researcher can provide videos, recorders, documents, etc". The function of the documentation method is to make credible the result of observation of the interview. In this research, the documentation guide is the videos that recorded the teacher in teaching during the class.

F. Data analysis

The researcher examined the data after gathering it. According to Wiersma (1991, p. 85), "data analyses in qualitative research is a process of categorization, description, and synthesis". For the purpose of describing and interpreting the phenomenon being studied, data reduction is required. Data analysis, in essence, is the methodical process of analyzing acquired data.

Miles and Huberman (Lubis, 2012, p. 139) state that there are three primary components to the data analysis process in qualitative research: data reduction, data presentation, and conclusion.

Data reduction is important for drawing conclusions from the data, and data reduction is a step in the process that strengthens, condenses, concentrates, eliminates, and discards irrelevant information. Data reduction is a procedure that narrows the emphasis, simplifies, and abstracts raw data from field notes.

Presentation Information that can be combined to complete the research is called presentation data. Researchers would be able to comprehend what is going on by looking at the presentation data, which would also present chances for researchers to act depending on their comprehension of the analysis or take other activities.

Conclusion, The following step is to develop conclusions after the data, which is part of the data analysis series, has been presented. The conclusion is hazy, open-ended, and skeptic at the initial stage before improving to be more specific and firmly entrenched.

Data analysis conducted in this research is data collection, data identification, data classification, and verification/inference. The ways to do data analysis are:

1. Observe and screenshot the teacher during the online class start.
2. Compare the results of observation and interview were obtained from the teacher and the student VIIB, VIID, IXB, and IXD class.
3. Prepare conclusions from the results of the research data obtained from observes, students, and teachers interview answers.
4. Summarize and draw conclusions from the results of the research data obtained by students and from observing the teacher.