

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design utilized to achieve the results of this study could be a qualitative descriptive technique. Qualitative research methods are designed in a way that makes a difference reveal the behavior and perceptions of the target audience with reference to a particular topic. According to Fadli (2021) qualitative research points to gain a deep understanding of human and social problems, not to describe the surface of reality as is done in quantitative research with positivism because researchers interpret how subjects infer meaning from their surrounding environment, and how these meanings affect their behavior. The study was conducted in a natural setting, not the result of treatment or control of the variables involved. The researcher tries to observe the improvement of the instructional teacher's skills related to the learning process and student learning outcomes, so qualitative research is suitable for this research.

B. Research Setting

The researcher was conducted this research at UPTD SMPN 6 Bati-Bati, Street Sabar menanti, village Nusa Indah, District Bati-Bati, Regency Tanah Laut. Because instructional teachers are still not widely studied in private schools and teachers have their own challenges when teaching, the topic used by the researchers is an analysis of teaching and instruction in

UPTD SMPN 6 Bati-Bati. And the first is to get the teacher's permission, then make observations first to find out how the teacher teaches his students, then conduct interviews with the English teacher to find out what difficulties are experienced when teaching in the classroom. So that the research method obtains valid results.

C. Participants

In this study, the research participants were two English teachers who teaches grades 8 and 9 at UPTD SMPN 6 BATI-BATI. Moreover, the English teacher was chosen as a participant because the teacher used instruction in teaching learning process.

D. Data

1. Research data

The data in this research is the result of observation and interviews conducted by researcher containing information about the implementation of teaching instructions in the classroom and the challenges of implementing teaching instructions in the classroom.

2. Data source

This research data comes from the results of classroom observations when teachers carry out teaching instructions in class, and researchers also conduct in-depth interviews in the form of questions about the challenges of implementing instructions in classroom learning as well as questions about how teachers carry out instructions during classroom learning to strengthen the research.

E. Technique of Data Collection

The observation and interview techniques used by the researcher to collect the data for this study

1. Observation

Observation is one of the foremost important research methods within the social sciences and at the same time one of the foremost diverse. These terms include a few types, techniques and approaches, which may be difficult to compare in terms of application and expected comes about; the choice must be adapted to the research problem and scientific context (Ohlander, 2018).

Observation of classroom instruction is an important part of teaching and can give insights into the strengths and weaknesses of a teacher's practice. Classroom observation can offer assistance ensure that teachers are providing a satisfactory learning experience for students and identify areas that require improvement. However, classroom observation can be stressful for both the teacher being observed and the observer, who must ensure objectivity in their observations. (Ritche, 2021).

According to Gustafson (2023) there are several benefits to classroom observation, including improving fidelity of instructional practices:

- a. Classroom observation is the most effective way to measure and improve the fidelity of instructional practices across a school.

- b. Identifying curriculum gaps and inconsistencies: Observation can offer assistance validate new curriculum implementation or support ongoing curriculum pacing.
- c. Increasing teacher retention: Consistent classroom observations are one of the most excellent ways to support and encourage teachers.
- d. Providing targeted feedback to teachers: Observation can provide insights into the qualities and shortcomings of a teacher's practice and identify training should bring out the full potential of both teacher and student.
- e. Identifying trends: Observation can identify trends to inform further study or professional learning.
- f. Enhancing student engagement: Observation can help support classroom culture development and increase student engagement.

2. Interview

The second instrument used in this study was an interview. Interviews were conducted to obtain more data and to better understand socio-cultural situations or conditions through the interviewee's language and expressions, as well as to clarify problems that had not been found before (Fadli, 2021).

Interviews are a flexible technique for data collection that conducted verbally and nonverbally, spoken and heard. In addition, the interview the interviews conducted were in-depth interviews using open-ended questions to obtain more detailed information from the participants.

Open-ended questions to obtain more detailed information from teachers regarding the implementation of instructions and the challenges of implementing instructions.

The interview was conducted 2 (two) times by interviewing participants directly or face-to-face at school and online interviews depending on the teacher's condition. Face-to-face at school and in-person interviews which depended on the teacher's condition. Depending on the teacher's condition. During the interview, the participants were asked to express their opinions on opinions related to several questions about the implementation of the instruction and the challenges of implementing the instruction. All information from the teacher was recorded during the interview.

F. Data Analysis

There are different approaches, designs, data collection and analysis techniques, as many research subjects have been utilized in educational research. In addition, there are also findings that a few studies with the same research design applied diverse data collection and data analysis techniques. So, it is suggested for encourage researchers to choose the foremost appropriate method in conducting their research. (Pradipta, 2018).

In analyzing the data, since the researcher uses descriptive qualitative research, he directs the researcher to collect data, analyze it, organize it and then present it by describing what the researcher has found. In this qualitative method, the researcher did not use any statistical procedures.

Researchers will describe the data gotten qualitatively. Related to this qualitative research and the researcher only uses 2 data analysis consisting of data reduction, and data presentation.

1. Data Reduction

The first data that the researcher reduces is from observation. The researcher conducted data reduction to determine the extent to which the teacher met and did not fulfill the teaching instructions in the classroom. After getting the selected findings for the first question of this study, the researcher added in-depth information from the reduced interview data to determine the findings in terms of explanation. In addition, the researcher reduced the interview data for the second question of this study about the challenges of teaching classroom instruction. After reducing all the data, the researcher took the next step from the theory of this method, namely the presentation of data for research analysis.

2. Data Display

There are many visual displays available for presenting data. Matrices are the most frequently used, adaptable, and resourceful of all display types in qualitative research (Al-Khanbashis, 2021). This tutorial on data display in this "Focus on Data" series covers the principles of effective and transparent data display. Scientific progress occurs when theory and data interact. Optimal display of data is very important for accurate understanding of experimental results, because

improper display of data can lead to incorrect interpretations and conclusions. (Kardon, 2020).

Data display, to display data researchers ordinarily use graphs, pictures, tables or charts. The display must be able to depict the contents of all data. In this research, the researcher will present the data through narrative text. Narrative text will show several factors that show up in class observations and are also mentioned by the teacher in the interview.

3. Drawing Conclusions or Verification

After performing the data reduction and display stages, the last stage of data analysis is conclusion drawing and verification. of data analysis is conclusion drawing and verification. In accordance with the information that has been reduced and presented related to the implementation of instructions and the arrival of the implementation of descriptive instructions, the researcher draws conclusions that are supported by evidence. in accordance with the information that has been reduced and presented related to the implementation of instructions and the maturity of the implementation of instructions, researchers draw conclusions that are supported by evidence that is supported by strong evidence and verify the data to produce reliable findings.