

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the description of research methodology utilized in this study. It includes the research design, the subject of the study, the data and sources data, the data collection technique, and the data analysis.

3.1 The Research Design

The study is descriptive qualitative. It is designed to obtain information concerning current conditions of phenomenon and directed toward determining the nature of a situation as it exists at the time of study (Ary et.al., 1979). In descriptive approach the collected data is interpreted and analyzed thoroughly. It is conducted to describe how the condition of something and why it happened.

This research is an attempt to describe the implementation of the 2013 curriculum in English Subject at Muhammadiyah 5 Junior High Scholl of Surabaya. This research uses both on explorative approach where the research tried to gain as many data item as possible and descriptive approach where data is interpreted and analyzed thoroughly. The research also has studied earlier some literatures including research journals, textbooks, and articles.

3.2 Source of the Data and the Data

The source of the data in this research is The Headmaster, The Vice Principal, One of the Student and The English teacher, the seventh (C) grade students of Muhammadiyah 5 Junior High School of Surabaya and the implementation of the 2013 curriculum in teaching writing at Muhammadiyah 5 Junior High School of Surabaya.

The data in this research were any information related to the research questions which were collected by observing and documenting the implementation of the 2013 curriculum in teaching writing at Muhammadiyah 5 Junior High School of Surabaya and the inhibiting factors in implementation of the 2013 curriculum in teaching writing at Muhammadiyah 5 Junior High School of Surabaya.

3.3 The Data Collection Technique

In this research, the data collection techniques were observations, documentations, an interview and a questionnaire.

3.3.1 Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site (Creswell, 2012:213). While non-participant observation is the observation that researcher do not participate in the activity being observed but rather “sit on the sidelines” and watch; they are not directly involved in the situation they are observing (Fraenkel and Wallen, 2009:441).

The objects of observation include the general condition of Junior High School Muhammadiyah 5 Surabaya and the implementation of the curriculum of 2013 in teaching writing (instruction, short notice and warning) at Muhammadiyah 5 Junior High School of Surabaya

Observation can use tool Video and File notes. This technique is used to know general illustration about Junior High School such as teachers' and students' condition, facilities and another data that's needed in this research.

3. 3. 2 Interview

Interview is a conversation between the researcher and the respondent with the aim of gaining certain information from the respondent (Moser and Kalton in Lowe, 2007:78). While one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Cresswell, 2012:223). In this study, one-on-one interview was used to get the data of the problems that occur in implementing of the 2013 curriculum in teaching writing (instruction, short notice and warning) at Muhammadiyah 5 Junior High School of Surabaya. The Interview only focuses on the student (class 7C), English teacher, headmaster or staff of curriculum. in this interview, researcher used an interview worksheet. And the interview worksheet can be seen in Appendix 68

3.3. 3 Documentation

Documents in qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters (Cresswell, 2012:223). In this study, documentation to get the data of the implementation of the 2013 curriculum in teaching writing (instruction, short notice and warning) at Muhammadiyah 5 Junior High School Of Surabaya. The data document of this research is lesson plan, syllabus, product, and assessments.

3.4 Data Collection Procedures

Data collection procedures in qualitative research involve four basic types: Observations, interviews, documents, and visual image (Creswell, 1994). The purpose of the procedures is to maintain the appropriate way in collecting data. Researcher divided the data collection procedures into several steps. That step is observation, interview and documentation.

3.4. 1 Observation

In this procedure, researcher conducted the preliminary observation and observations. In the preliminary observation, researcher entered into one meeting class. In the class, researcher the back, then by using field notes, the researcher observed the whole class activities since the English subject started until the class ended. Based on this preliminary observation, the identification of the problem was made. While in the observations, the researcher made the teacher observation checklist and students observation checklist, used field notes and handy camp.

All observation checklists items were based on lesson plan. The researcher entered class two times. In each observation, researcher sat in the back since the English subject started until the class ended. In the class, researcher checked observation checklists, wrote the important information that related to research question into the field notes, by using handy camp documented the whole class activities. After each observation finished, researcher read observation checklists and field notes. While to audiovisual material, researcher transcribed it. The used of audiovisual material was to get the forgotten important information. Then researcher analyzed them. These procedures were conducted to get the data about the implementation of the 2013 curriculum in teaching writing (instruction, short notice and warning) at Muhammadiyah 5 Junior High School of Surabaya.

3. 4. 2 Interview

In this procedure, the researcher made interview worksheets that consist of five semi-questions. Then to conduct an interview, the researcher asked English teacher's leisure time to conduct an interview that was after study time ended. In this interview, researcher told the roles. The roles were interviewed ask one-by-one question, next interview was answered it one-by-one, while interviewer write one-by-one the answers. After told the roles, the researcher conducted the interview. After this, the interview ended, and the researcher read and analyzed it.

These procedures were conducted to get the data about that occur in implementation of the 2013 curriculum in teaching writing (instruction, short notice and warning) at Muhammadiyah 5 Junior High School of Surabaya.

3. 4. 3 Documentation

In his procedure, researcher collected lesson plan that use to assess writing skill authentically by asking to English teacher. Then the researcher read this document. Next, the researcher analyzed it. Then, the researcher got the sequence steps on implementing writing authentic assessment in this lesson plan. Last, researcher checked how this lesson plan was implemented in writing authentic assessment at class. These documentation procedures were done to get the data of the implementation of the 2013 curriculum in teaching writing (instruction, short notice and warning) at Muhammadiyah 5 Junior High School of Surabaya.

3.5 Data analysis

The data analyzed using descriptive qualitative data analysis. The procedures on analyzing data are taken after all the data collected. The researcher found two component of assessing speaking during observation, but the result of the analysis will be discussed in next chapter. By analyzing the data in the site, the researcher focuses the details requiring further elaboration in the subsequent observation. This is possible when the researcher is always informed with the data found in the preceding observation. The researcher will not go to the second discussion before analyzing the data obtained from preceding discussion.

Moreover, the same again after the researcher obtains data from the second, third observation, and so on. Process of analyzing data conducted within the site, during data collection, and after all data collection is finished. The data analysis conducted mainly through four activities. The process of the data analysis is show in the following figure:

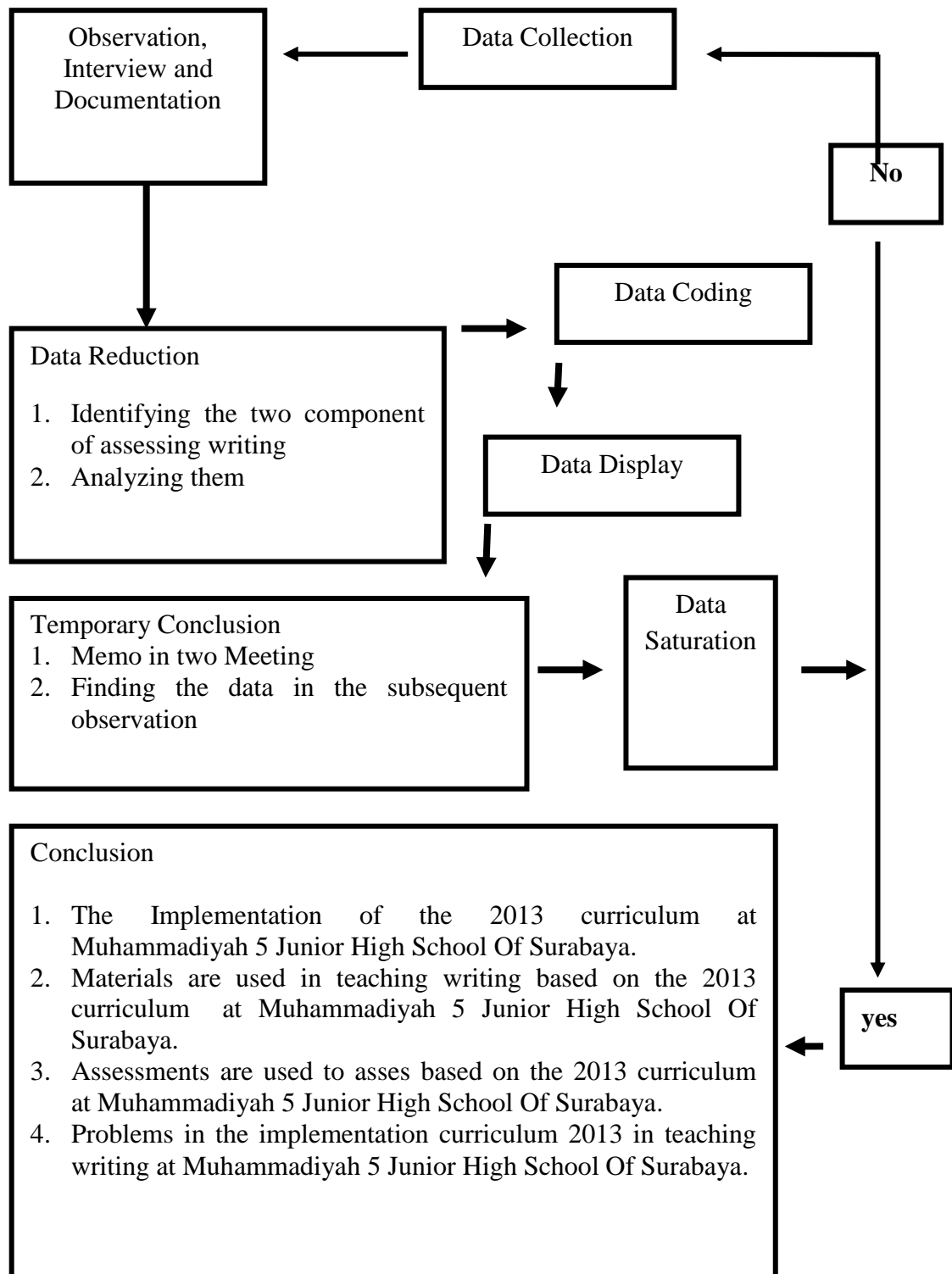


Figure 3.5 Data Analysis: Interactive Model (Adapted from Miles and Huberman, 1994:6)

3.5.1 Data Reduction

Data reduction is a part of analysis. it refers to the process of selecting, focusing, simplifying, abstracting and transforming the data (Miles and Huberman, 1994:10). In this data analysis, the researcher reduced all data collected through observations, interview, questionnaire, and documentation into two components. The two components are the data of the implementation of the authentic assessment to assess writing and the data of the problems that occur in the implementation of the authentic assessment to assess writing.

3.5.2 Data Coding

Coding is analysis. Codes are tags, labels or names while coding is the process of putting tags, names or labels against pieces of the data (Miles and Huberman, 1994:56). In the process of coding data, the researcher read all the data after writing, the researcher gave the code. New coding to each strategy used in assessing writing skill through authentic assessment was made. The researcher gave the code the certain data. In instance, stand for implementation is I and stand for the problem is P. This code is to guidance the researcher located the component in the whole body of the data, so that the researcher can refer back to the codes to re-check.

3.5.3 Data Display

Data display is a part of analysis. it means an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994:11). In this study, the researcher displayed all data related to way in the assessing writing through authentic assessment. On the same way to guidance the researcher found the similarities among the data from the first observation until the end.

3.5.4 Conclusion Drawing and Verification

In this conclusion drawing, the researcher started from the observation to display the data until the researcher found the implementation of assessing writing through authentic assessment and the problems that occur on the implementation of authentic assessment in assessing writing. Based on the activities, the researcher made a summary focused to the data collection.

This summary was written based on the analysis of observations, documentations, an interview, and a questionnaire with certain focus in resulting from the analysis of the previous classroom, the researcher was able to make important analysis in the field during observation in the next meeting in the class.