

CHAPTER III

RESEARCH METHODS

This chapter presents the: (1) Research Design, (2) The Source of Data and Data, (3) Data Collection Techniques, (4) Procedure and (5) Data Analysis.

3.1 Research Design

This study is a descriptive qualitative research. The study is descriptive research in which the data cannot be treated with statistical procedure. It is directed towards determining the nature of situation as it exists at the time of the study. There is no administration of control of a treatment as if found in experimental research. Arikunto (2003:88) states that descriptive research study is designed to obtain information concerning the current status of phenomenon.

Descriptive study aims at describing the current phenomena in the real situation at the time of conducting the research. Borg and Gall (1998: 21) state that the descriptive studies are primarily concerned with finding out the answer the question 'what is'. This study aimed at describing the techniques of teaching narrative writing used by the teacher. Therefore, the method used in this study is qualitative nature which involves the actual real setting. To present this study, the

writer wants to describe the process of the technique teaching narrative writing at first grade at SMP Institut Indonesia.

3.2 Source of Data and Data

The subjects are the source of the data and the object of the study is the main data. According to Arikunto (2003: 77), population is the entire research subject". It means that population is all subject of the research; the writer wants to observe all elements in the research area and the subject of this research is one English teacher that teaches at first grade, because there is only one English teacher who is assigned to teach the students at first grade at SMP Institut Indonesia.

Object of the study is the main data is all about the information related to research problems that what are the techniques used by the teachers, how the implementation of the technique narrative writing, the strengths and weakness of the techniques writing at first grade students in teaching writing activity especially in narrative writing at SMP Institut Indonesia, and also to know the implementation of the techniques in narrative writing, and the strength also the weakness of the techniques implementation in teaching narrative writing activity at first grade students at SMP Institut Indonesia.

3.3 Data Collection Techniques

In this study, the writer used there are many kinds of instruments. That are observation, interview, and questionnaire

3.3.1 Observation

The first instrument used to collect the data observation in the classroom activities at SMP Institut indonesia. The observed the teacher's and the student's preparation in classroom. The data from the observation was hoped to get the information about activity the teaching process in the classroom especially techniques used by teachers in teaching narrative writing at first grade students. The writer used an observation sheet observing the process of teaching learning process in the classroom. The observation sheet is available in appendix 1.

3.3.2 Interview

The second instrument used by the writer because the interview will be conducted based on the list of the questions related to supporting data. It intends to get additional information about teaching learning process especially in narrative writing. The interview for the English teacher's consisted of 8 questions that covered the qualification of teacher experience

and the interview for the student's consisted of 14 questions that covered the student's interest motivation in learning process especially in narrative writing activity in classroom. The interview guide is available in appendix 2

3.3.1 Questionnaire

The third instrument that was used by the writer to collect data is questionnaire. Questionnaire used by the writer be able to the data by giving a list of written question. This instrument was given both the teachers and the students at SMP Institut Indonesia. The first was questionnaire for the teacher that was intended to know how the implemented the techniques writing especially in narrative writing at first grade students at SMP Institut Indonesia and the second questionnaire was for the students that were intended to get the information about the problem in learning process activity especially in narrative writing.

3.4 Procedure

The following were the steps taken to collect the data:

3.4.1 The writer asking for the recommendation from Dean Muhammadiyah University of Surabaya to conduct this research. In this study, the writer used three kinds of the techniques. They are in the form of observation, interview, and questionnaire.

3.4.2 The writer asking for the permission to the Headmaster of SMP Institut Indonesia to conduct the research. The writer observation about the techniques used by the writer to collect data is interview. The interview is only done with the English teacher when teaches in the classroom. Interview is used to explore the data from the teacher in teaching narrative writing.

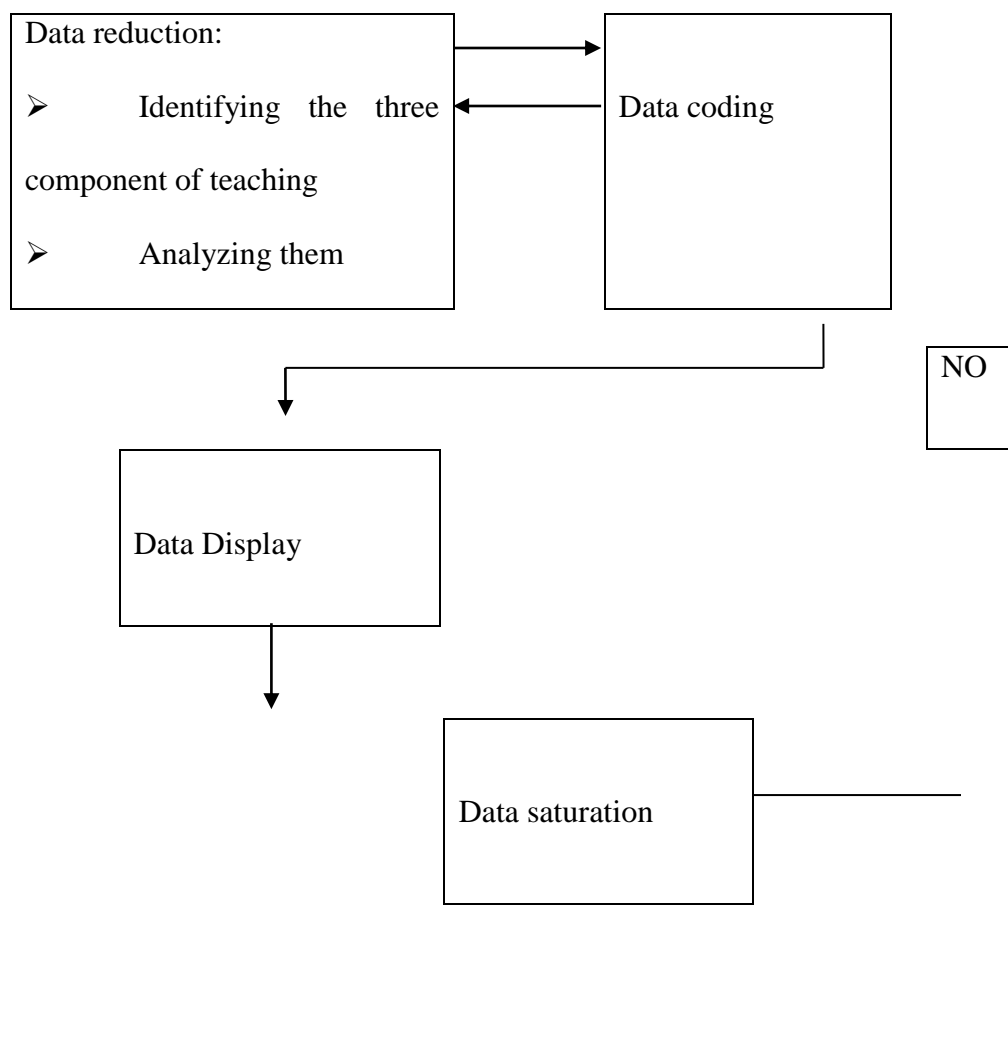
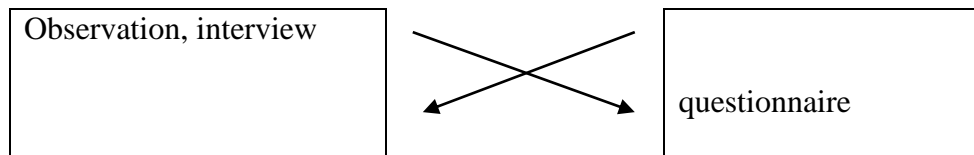
3.4.3 The writer observing the teaching and learning process in the narrative writing class. The purpose to get the information about the teaching learning process at first grade students especially the technique use by the teacher in the classroom and to get the data real class situation at SMP Institut Indonesia.

3.4.4 After the writer giving the list of questions and interview items to the teacher and students. The techniques that is used by the writer to collect the data is questionnaire. The first is questionnaire for the teacher that was intended to know the technique used by the teacher in teaching learning process activity especially in narrative writing and the second questionnaire is for the students to get the information about the student's problem in learning process activity especially in narrative writing.

3.5 Data Analysis

Procedure on analyzing the data taken after all data were collected, the writer analyzed the data with the description form, that are found during observation, questionnaire, interview. Finally the result of the analysis will be discussed in chapter IV. The writer focused the attention to details requiring further elaboration in the subsequent observation. This was possible when the writer was always well informed with the data found in the process of observation.

The analysis of the data was done mainly through three activities: data reduction, data display and conclusion drawing that will be done concurrently (Miles and Huberman, 1984). Before conducting the three activities, however, the data need to be treated through a transcribing process. The process of the data analysis is shown in figure 1



3.5.1 Data Reduction

Data reduction refers to the process of selecting, focusing, summarizing, or even making inferences about the component of teaching used by the teachers in the classroom of narrative writing. In his book *Data Reduction Techniques for Large Qualitative Data Sets (Friedrich Nietzsche: 139)* State that data reduction is not something separate from analysis. It is part of analysis. The writer's decisions which data chunks to code and which to pull out, which evolving story to tell are all analytic choices. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified.

3.5.2 Data Coding

In the section of coding the data, the writer read all the data after the reading, the writer gave the code. New coding to each strategy used in the teaching narrative writing was then be made. The writer gave codes or named the certain data. This is to help the writer located the component in the whole body of the data, so that the writer can refer back to the codes to re-check wants to re-check. Therefore, this activity was done concurrently with the data reduction.

3.5.3 Data Display

Data display refers to an organized assembly of information that permit conclusion drawing and action taking (Miles and Huberman, 1984). Data display is part of data analysis: therefore it should be done in such a way to help the writer. In the study, all data related to the three components of teaching narrative writing: the techniques of teaching narrative writing, the implementation of the techniques writing, the strengths and weakness of the techniques narrative writing on the same table to help the writer find the similarities among the data from the first observation activity until the end.

3.5.4 Conclusion Drawing

In the conclusion drawing, the writer started from the observation to display the data until the writer found the three components of teaching narrative writing: the techniques of teaching narrative writing, the implementation into students writing ability, the strengths and the weakness of the techniques narrative writing. Based on the activities, the writer made a summary from all the data collection.

This summary was written based on the analysis of the observation, interview, and questionnaire. With certain focus in resulting from the analysis of the previous classroom, the writer was able to make important analysis in the field during observation in the next meeting in the class.