

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter contains the research method to find the answer of all problems stated in chapter one. The research designed, data collection and other related factors are described. All those steps are elaborated below:

#### **3.1 Research Design**

Based on the background and problems discussed in chapter one, a research on the teaching comparative adjective using individual pictures is designed. It will be a descriptive research to observe and describe the situation and dynamics in English teaching practices by using individual pictures. The proposed method is to be attempted to the first year of Junior High School students.

To achieve the objective, direct observation will be done during teaching. Every detail of the situation (e.g. situation, problems, student's interest, etc) will be explored, noted, analyzed and described. It is expected that the research will come out with complete information on the processes. Subsequently it will present a comprehensive understanding on the practices of the investigated method.

#### **3.2 Subject of the Study**

SMPN 1 Ngoro Mojokerto is chosen as the subject of the study. The observations carried out to the first year students of Junior High School. There are 24 students in the class, 14 female students and 10 male students.

### **3.3 Research Instrument**

The instruments of the study are observation, interview guidelines and questionnaires. These instruments are used when data collection is performed. Observation is used to guide the researcher in observing the teaching and learning process. This instrument helps the observer to record and pay attention the events and information.

The second instrument is interview. It is used to help the researcher in getting the perception of the teacher in handling the class. Several important items are contained in this instrument as a remainder for the researcher to interview the teacher. Though some points are to be explored, yet - besides the items written in the guideline - there may be an open discussion with the teacher to find his/her other feelings, findings and opinion about the teaching and learning process.

The last instrument in this research is questionnaires. This instrument is given to the students. It explores students' perceptions on English and especially on the learning and teaching process. Combination of guided and unguided questions is used in the questionnaires. Open space is also provided to let the students giving their perceptions (opinion, suggestion, complaints, etc.) beyond the given question.

### **3.4 Data of the Study**

Data of the research mainly are taken from three sources. Those are observation result, teacher's perception and opinion (obtained from interview) and the questionnaires filled up by the students.

### **3.5 Data Collection Technique**

To obtain the required data for the study, some techniques are used. Those are as follows:

#### **3.5.1 Observation**

Observation is performed during the learning processes. To conduct direct observation, the writer sits in the class. Instead of being involved as an active participant, she prepares herself for an observer. The dynamics of learning processes and all other important moments are noted and recorded.

#### **3.5.2 Interview**

Interviewing learning participants is another action to collect the data. However, in this study only the lecturer is to be interviewed. The interview is carried out to explore the learning conditions (e.g problems) perceived by the teacher.

#### **3.5.3 Questionnaire**

The last technique to get the data from the students is by giving some questionnaires. All students involved in the class are asked to fill up the questionnaires. Whenever possible, the questionnaire is designed to use simple questions that enable the students to interpret and give right answers.

The questionnaires consist of three parts of questions. The first parts consist of questions to explore the interest of the students on English subject and also on writing skill. Those are questions 1 to 3. The writer submits the last question to investigate - based on the students' opinion - whether the students feel that additional materials are needed.

The later part (i.e. question 4 to 10) are aimed to investigate the impressions of the students on the teaching learning technique. The appropriateness of the picture series (e.g. whether the picture is easy to understand, if the topics is interesting) to be used is one factor to be investigated. Besides that, they are also used to detect the problems faced by the students in participation the teaching learning process. Therefore, some questions are asking the difficulties of the students.

The writer would like to study the class environment from the students' point of view. To achieve the objective, the writer designs the questions in the third part of the questionnaires (i.e. questions 11-16). Some factors, such as students' enthusiasm, students and teacher interaction are asked in the questions.

By using the questions in the last part of the questionnaires, the writer attempts to obtain the students feeling on the usefulness of the technique in improving their writing skill. Two questions (questions 17 and 18) are directly asking the influence of the technique on their ability (i.e. if the technique can help them in writing activity or if they writing skill are improved after implementation of the technique).

### **3.6 Analysis of Data**

Since this is a descriptive research, the data will be analyzed descriptively. That means, all facts found in the teaching and learning processes would be useful to develop the research report. Those are used to describe a comprehensive report on practicing the teaching method.

Direct observation results in information of the real condition of the teaching and learning process, since all of the teaching and learning dynamics can be observed by third party (i.e. the researcher). Therefore, it must be attempted to collect the data as complete as possible. This data will be supported by the result of interview with the teacher. In this case, perceptions and opinions of the teacher may strengthen the discovery. However, there may be the possibility that the perception of lecturers is different the result of the observation. All of these possibilities will be analyzed descriptively and written in the research report.

Other important data are gained through the questionnaires filled up by the students. This will give the impression on the teaching - learning process from the point of view of the learning participants (i.e. students). This data will be analyzed qualitatively to support the previous data. Again, all possibility of the data relation will be explored. Though questionnaire analysis may come out with a quantitative, yet it will be analyzed qualitatively rather than quantitatively (i.e. percentage analysis to describe the situation). Having analyzed the data, the research will be continued by the following steps:

1. Described the activities that the teacher and students did in the classroom during the teaching and learning process. This mainly supported by the finding in the direct observation. All of indications (students' attitude, body language, etc.) shown in the class would be used to describe the situation.
2. Described the problems arising in the teaching - learning process.
3. Wrote conclusions of the research result and recommendation of most important inquiry for further study.