

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the research methodology that applied in this research. It involve with the description of research method, research design, subject of the research, source of data, instrument of the research, technique of data collection and technique of data analysis.

3.1 Research Design

This research applied qualitative method. The researcher apply qualitative method because the researcher do in-depth study. The researcher focus on in-depth interview classified to novice teacher and experienced teacher. Therefore the researcher used qualitative data. Creswell (2014) stated qualitative research was an approach for explored and understood the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes and the researcher making interpretations of the meaning of the data.

Qualitative research often view human behaviour, spirit and changing over time and place and researcher usually are not interested in generalizing beyond the particular people who are studied (Creswell, 2012). The researcher chose qualitative method because the topic related to human behaviour that able to be one of determining factor in teacher's beliefs. As explained above that qualitative method is the research method that focus on exploration, description and construction of the topic that examined by researcher. In this research the researcher applied qualitative method because the researcher analysed the issue in educational field. The researcher analysed deeply the issue that taken by researcher by used interview to get the data. This research more explored and described deeply the issue and there was no numerical number used by researcher. The researcher focus on word as the data.

3.2 Subject of the Research

The subject of the research were novice teacher and experienced teacher. There were two novice teachers in this research. They were English teacher from SMA Muhammadiyah 10 Surabaya conducted in 10 and 11 grade. The experienced teachers also consist of two teachers. They were English teacher from SMA Muhammadiyah 2 Surabaya and also conducted in 10 and 11 grade. The researcher focused four classes with four teachers.

Novice teacher was a categories of teacher who has less than five years teaching experience. The first novice teacher had teaching experience for three years and the second novice teacher had teaching experience for two years. Meanwhile experienced teacher had more than five years teaching experience. The first experienced teacher had teaching experience for seven years and second experience teacher had teaching experience for ten years. Novice teacher usually was uncertificated while experienced teacher has certificate from government and has more experience in teaching concern. Experienced teacher also joined the training and they could be a trainer (*see appendix 3*). While novice teacher still had not join the training. In the end, these teachers were subsequently named as NT and ET (NT was a novice teacher and ET was an experienced teacher).

3.3 Data and Source of Data

The researcher focused on interview to subject of the research and classroom observation to support the data. The source of data was the interview result and observation record. The researcher taken the interview about using project based learning in class to novice teacher and professional teacher to get the information about how they beliefs about project based learning in teaching reading and the classroom observation is in two differences class that consist of 10 grade of SMAM 10 Surabaya and 10 grade of SMAM 2 Surabaya. The researcher want to analyse an issue that researcher taken and the researcher wanted to explore deeply about it. The researcher applied classroom observation because the researcher wanted to know the activities of

student and teacher in class and also the researcher want to get more information from the subject of the research. The researcher add field notes in classroom observation checklist because the researcher wanted to record the data in detail. Field notes are text (word) noted by the researcher throughout an observation in a qualitative study (Creswell, 2012).

3.4 Instrument of the Research

This research focused on deep interview and classroom observation. Interview ensued when researcher inquire one or more participant general, open-ended questions and record their answer (Creswell, 2012). The interviewer in this research was the researcher itself. The type of interview that used by- researcher was open ended question and deep interview that focused on the issue that the researcher taken. The list of interview made by researcher and adapted from the expert. The question in the interview contained of component project based learning in teaching reading. The interview recorded and transcript by the researcher to make the data more valid.

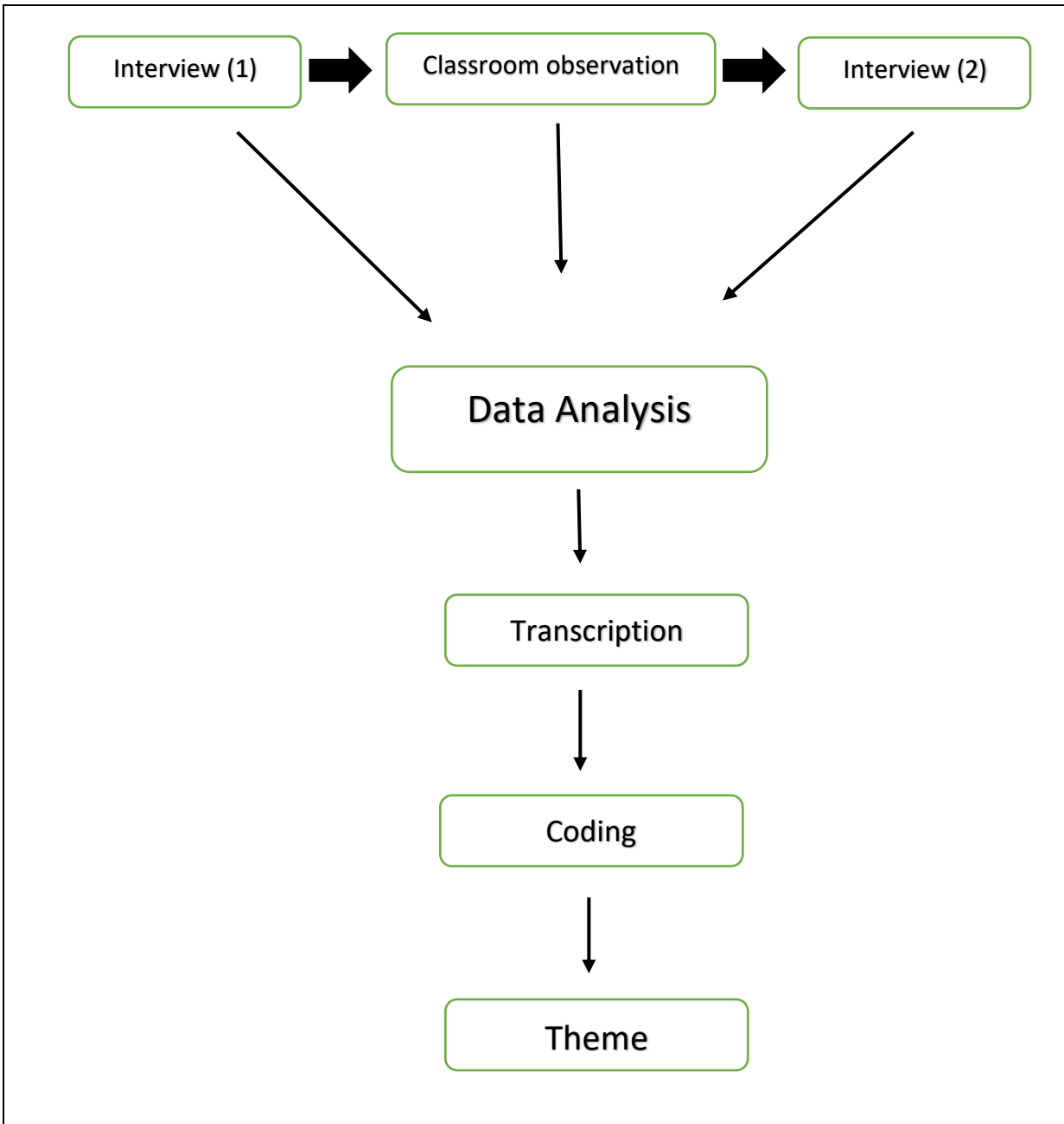
The other instrument used by researcher is observation checklist (*see appendix 1*). Observation was the process of accumulated open-ended, directly information by observing people and location at a research site (Creswell, 2012). The researcher created the observation checklist which adapted from the previous studies to achieve the objective of the research. Observation checklist also contained of component implementation of project based learning in teaching reading. In the part of observation checklist the researcher also added field note because it alternative ways from the researcher to overcome the condition that was not in the observation checklist and the researcher got the data more detail. The observation checklist was validation by expert validator that is the lecturer (*see appendix 2*).

3.5 Data Collection Technique

The researcher got the data from classroom observation and deep interview. Interview done to subject of the research those were two professional teachers and two novice teachers. This interview as the first step to get the data related to the topic in

this research. The question in the interview to subject of the research created by researcher appropriate with theory and topic that researcher taken. In the first interview researcher asked the question deeply to subject of the research. In every question the researcher dig up the information. After the first interview done the researcher did classroom observation to get the accurate data because with classroom observation researcher knew how the process of teaching and learning in the classroom.in every information that researcher got wrote out in field note. After did classroom observation the researcher did the second interview to make deeper the data that gotten by researcher. The aimed of second interview was to extend and finalize the data. For the procedure of collecting data depicted below.

Figure 3.1 Research Procedure



3.6 Data Analysis

Once the researcher collected the data the researcher analysed the data by used some technique. Firstly, the researcher transcript the interviewing subject of the

research (*see appendix 4*) because the process of interview the researcher recorded the question-answer session so the researcher must transcript it into text. Transcription is the process of converting audiotape recording or field notes into text data (Creswell, 2012). Secondly the researcher read carefully and slowly the transcript of interview so the researcher able to understand in detail every information in transcript interview. Furthermore the researcher coding the data as the next process. Coding is the process of grouping and labelling text to form description and categories theme of the data (Creswell, 2012). The researcher made a highlight on the text that felt important. The researcher merged the information from interview with observation checklist and field notes. The researcher wrote memo or note in transcript or field notes to help the process of exploring the data. The form of memo were short phrase, idea, concepts and etc. Then the result of analysing data connected and used to answer the research question in this study.

In this research, data were analysed interpretatively and thematically based on a number of categorization areas: Teachers beliefs of using project based learning in teaching reading, teachers practices using project based learning in teaching reading. Coding was also used to label those categorization areas: TB (teachers' beliefs of using project based learning in teaching reading), TDB (teacher don't beliefs about project based learning in teaching reading) and TBM (teachers' beliefs about material project based learning in teaching reading), TP (teachers' practices using project based learning in teaching reading), TDP (teachers' don't practice project based learning in teaching reading).

