

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will discuss the methodology in conducting this research. It includes the research design, research subject, instruments, research procedure, and data analysis.

#### **3.1 Research Design**

In conducting the research, the researcher applied qualitative method as the research methodology due to the suitability to answer the research questions that demand answer in form of word rather than numbers. Qualitative research is a method of inquiry employed in many different academic disciplines (Denzin, Norman K. & Lincoln, Yvonna S., 2005). Furthermore, this research using qualitative descriptive method to describe the result of study.

Moreover, this research used case study research design. According to Yin, R. K. (2003, p. 13) “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. The case study research design is useful for testing whether scientific theories and models actually work in the real world (Shuttleworth, M., 2008). Case study research design is applied based on the consideration that it is the most suitable design to answer the research questions and meet the aim of the research.

Furthermore, the type of case study applied is intrinsic case study which aimed at understanding a particular case because the case itself is interesting. A

case may be interesting because it has particular features or because it is ordinary.  
(Stake, 1994)

### **3.2 Research Site and Subject**

An English teacher performed teaching in a tenth grade of building drawing technique class in a vocational high school Bandung is taken as a subject. The research site was chosen due to the location of the research site which is accessible for the researcher. The research subject was chosen due to subject background as a teacher of English in a vocational high school in Bandung which particularly teaches descriptive text was suitable to be chosen as the subject. Besides, the teacher allowed the researcher to do the research in her classroom.

This research only uses one subject due to the specific performances of every teacher in teaching particular materials. Furthermore, the case study research design particularly the intrinsic type which is used in this research may require only one subject as the subject of research.

Furthermore, the research is limited in finding the teacher's strategy in teaching descriptive text, particularly in describing people topic. This topic is chosen due to the learning objective stated in the syllabus that demands the students to understand the describing people topic.

### **3.3 Research Instrument**

In this study, there are some instruments that are utilized to collect the data. The exerted instruments are observation checklist and interview sheet.

Interview and observation are very common ways to gather information in case study (Yin, 2003 cited in Duff, 2008). Each technique to collect data will be described below.

The primary data were collected using observation. Van Lier (1998 cited in Duff 2008) stated that many case studies in applied linguistics used observation especially when the aims of the study was to find out people's linguistic performance or interaction in actual situation.

The function of the observation is to answer of the first research question, to find out how descriptive text is taught in a vocational school in Bandung. The observation conducted by watching the process of teaching and learning in a building drawing technique program in a vocational high school in Bandung. Furthermore, this observation was supported by the help of systemic observation instruments such as observation checklist. (Van Lier, 1998)

Moreover, the interview is conducted to find out the teachers' reasons in using a kind of strategy in delivering the materials and help the researcher to answer research question number two. Some of main purposes of interview in case study were to find out interviewee's interpretation and to find out information that the researchers were unable to observe themselves. (Stake, 1995)

### **3.4 Research Procedures**

The procedures of this study were obtained by several steps that can be described as follow:

1. Prepare the observation checklist and interview questions.

The observation checklist is use to help the researcher to analyze the data later. The interview questions is use to find out the teacher's reason on using such strategies in delivering the material.

## 2. Conduct a classroom research in vocational high school.

The research is a one meeting observation on how the teacher delivers the descriptive text materials for a drawing building technique class in a vocational school.

## 3. Interview the teacher.

The interview hold after the observation is done. The question is asked to the particular teacher and the answer is written down to be analyzed later.

## 4. Identify the teacher's strategy.

The identification is focus on teacher's strategy of teaching reading of descriptive text limited in describing people in vocational school. The identification refers to the process standard of 2013 curriculum.

## 5. Identify the reasons of the teacher to use the strategy.

The interview data is identified and analyzed to find out the teacher's background reasons in using the strategy.

## 6. Analyze the data.

The data is analyzed and interpret qualitatively by following the suggestion of Creswell (2008).

## 7. Conclude and suggest.

The data that has been analyzed is concluded and the researcher is give some suggestions on the result.

### 3.5 Data Analysis

After the data have been gathered through classroom observation and interview, the process of analyzing data will be conducted. According to Bogdan (1975 cited in Sugiono, 2009, p.334), data analysis is a process of systematically searching and arranging the interview transcripts, notes, and other materials accumulated to increase the understanding of them. Analyzing qualitative data requires understanding in how to make sense the text and images in order to form answers for the research questions. In this study, the researcher applied nine steps involved in analyzing and interpreting qualitative data suggested by Creswell (2008), they are:

#### 1. Preparing and Organizing Data

The first thing to do is checking observation data taken from teaching and learning processes in the classroom. Then, made the transcript of interview session and preparing the field notes to be explored.

#### 2. Exploring and Coding the Database

After organizing the data from observation and interview, the process continued to explore the whole data to find the parts related to the study in order to answer the research questions. Then, the data will be coded as the process of segmenting and labeling text to form description and broad themes in the data.

#### 3. Describing Findings and Forming Themes

The result of coding was continued by forming themes. Themes (also called categories) are similar codes aggregated together to form a major idea in the database. It was done by examining codes which participant showed in the

classroom as teaching strategies in reading descriptive text, or the researcher expect to find when studying the topic.

#### 4. Representing and Reporting Findings

After forming themes, the findings were represented and reporting. The report was presented in descriptive analysis, a primary form for representing and reporting findings in a qualitative research.

#### 5. Interpreting the Meaning of Findings

Interpretation involves making sense of data, or the “lesson learned” as described by Creswell (2008). Interpretation in this study means that the researcher stepped back and form some larger meaning about the phenomena based on her personal view.

#### 6. Validating the Accuracy of Findings

After being interpreted, the findings were validated. Validating finding here means that the researcher determined the accuracy or credibility of the findings through checking.

#### 7. Data Reduction

Data reduction means reducing the non-related data for answering the research questions. Data reduction helped to focus on the aim of the research.

#### 8. Data Display

Data display means taking the reduced data and displaying it in an organized compressed way so that conclusion can be more easily drawn. Since this study used qualitative design, data displayed in descriptive sentences and tables.

## 9. Conclusion, Drawing, or Verification

The collection data was specified in pattern, which were teacher's strategy in reading descriptive text in vocational high school being specified and classified based on the research questions.