

CHAPTER III

METHODOLOGY

This chapter presents the research design of the study which discusses qualitative approach using descriptive method where the research site and the respondents will be presented. There are also the data collection which includes observation, questionnaire and interview. The data analysis in this chapter also will be discussed.

3.1 Research Design

This study employed a qualitative approach. Maxwell (1996) states the strengths of qualitative research are derived primarily from its inductive approach, its focus on specific situations or people, and its emphasis on words rather than numbers. While, the method that used in this research was descriptive method. According to Alwasilah (2008:151), descriptive research is to describe characteristics or identify a group, accident and phenomenon. Descriptive techniques are commonly used to measure three things: 1) the existence and distribution of various behaviors or characteristics that occur naturally; 2) frequency occurs in nature; and 3) relationship and magnitude relationships that may exist between the characteristics, behavior, events, or phenomena of concern to the research.

3.2 The Research Site

This research was conducted at an Islamic senior high school in Cirebon. The research was conducted in the first grade classes. The observation took four classes of grader X; they were X.1, X.6 X.8, and X.9. The reasons for choosing those classes is that the teachers taught the classes on the same day but with different schedules, it was easier to do research at the same time. The reason for considering the place to be the research site of this study, because the school is close to the researcher's house that the researcher could get the access easily to the research site.

3.3 The Respondents

The respondents of this research were two teachers of grader X in an Islamic senior high school (MAN). Each teacher taught different classes. Teacher 1 (T1) taught two classes (X1 and X9) and Teacher 2 (T2) taught other two classes (X6 and X8). Both teachers graduated from TEFL major. They were chosen because they were teaching English in the tenth grade classes and using a textbook that was recommended by the officials (*BSE: Developing English Competencies*, 2008) for the learning process in the classroom. Lastly, they were willing to fully participate and to be the respondents in this research.

3.4 Data Collection

This research employed questionnaire, observation and interview to obtain the data needed. Questionnaire and interview were conducted after the learning teaching process in the classroom. The interview was administered in order to give extra information for the researcher and also to strengthen the data gained from the questionnaire. Those instruments were used to elicit the data about the use of textbook by the teachers in the classroom.

3.4.1 Questionnaire

According to Sugiyono (2010:199), a questionnaire is made up by a series set of questions that provides a space for an answer for respondents in making choices. This questionnaire was given to teachers and used checklist based on Grant (1987). This questionnaire is expected to get information about the perceptions of teachers in the use of textbook, the teachers' views on textbook, how the teacher used textbook, and the difficulties of using the textbook.

Open and close questionnaire were employed in this study. According to Nunan (1992) a close questionnaire is one in which the range of possible responses is determined by the researcher. While, open questionnaire was used for the participant to be able to say and how to say. Closed questionnaire used checklist and it facilitated the teacher to give positive and negative opinion on how to anticipate the negative opinion. Closed questionnaire was divided into three answers or optional answer, including “yes”, “no”, and “partly”. The

questionnaire was calculated and will show whether teacher perception on the textbook is good or not.

3.4.2 Observation

This observation used hand writing and notes as detailed, concrete, and chronological as possible (Maxwell, 1996). This observation was expected to give detailed information on how the teachers used the textbook in the classroom. Passive participation observation was held in this research. It means the researcher sat in the classroom but did not interact or participate. Stainback (1988, cited in Sugiyono, 2010) states that in participant observation, the researcher observes what people do, listen to what they say, and participates in their activities. This observation used textor, the instant category analysis to examine textbook use in teaching learning in the classroom (Horsley and Laws:1990). The observation checklist was used the adapting materials in textbook as explained in Chapter II.

This observation was held four times for each teacher's classroom. Table 3.1 provides the observation schedule:

Table 3.1
Observation schedule

Observation	T1	T2
1	Narrative text	Simple past tense & Narrative
2	Expressing happiness, sympathy, attention	Expressing happiness, sympathy, attention
3	Invitation letter & announcement, listening.	Invitation letter & announcement, listening.
4	Test	Test

From Table 3.1, both teachers delivered similar materials in every meeting. In the first meeting, T1 delivered narrative text material and T2 delivered Simple past tense and narrative materials. T1 delivered the simple past tense material before the observation begins. Furthermore, from the second until the fourth meeting both teachers taught the same materials such as how to express happiness, how to express sympathy, how to express attention, invitation letter and announcement.

3.4.3 Interview

Interview that was used in this study was semi-structured interview and was recorded. The type of interview was included in the category of in-depth interviews, in which the purpose of this interview was to get issue more openly in which the parties are invited to interview were asked the opinions and ideas (Sugiyono:2010). This interview is expected to get more information on teachers' perception of on textbook and teachers' difficulties in using textbook. After the interview was conducted it was directly transcribed and then given back to the respondents to make *member-checking* whether the answer was in conformity with the conditions of the respondent or not. This was done to avoid misinterpretation between the researcher and respondents.

3.5 Data Analysis

Data analysis is a process of systematically searching and arranging the interview transcripts, field notes, and other materials that accumulate to increase the understanding of them (Bogdan, 1975, cited in Sugiyono, 2010:334). The data were analyzed by using flow model (Miles and Huberman, 1984, cited in Sugiyono, 2010). There are three main activities in analyzing the data, they are data reduction, data display and conclusion drawing or verification. The description of data analysis shows below.

1. Data reduction

In this stage, the data from observation, interview and questionnaire were reduced if the data did not refer to the research study. To process the data that had been collected through observation, interview and questionnaire, the writer typed and categorized the data.

2. Data display

After the first stage, the writer synthesized the data from observation, interview and questionnaire, followed by presenting and interpreting the result of data collection. In displaying the collect data in qualitative research form, the narrative form is the most frequent form has been used as stated by Miles and Huberman (1984, cited in Sugiyono 2010).

3. Conclusion drawing/verification

After all data were displayed, the writer made conclusions from the observation, interview and questionnaire as the findings of this present study.

3.6 Reliability and Validity of the Study

In conducting qualitative research, the data bias might occur. To avoid data bias there are several steps to be used in order to make the research more valid.

1. Triangulation. In collecting data, the writer applied three different methods, such as observation, interview, and questionnaire. In line with triangulation Stainback (1988, cited in Sugiyono, 2010) states that the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of whatever is being investigated. Triangulation also can build on the strengths of each type of data collection while minimizing the weakness in any single approach stated by Pathon (1980, cited in Sugiyono, 2010).
2. Member checking. As stated by Alwasilah (2008:177) it is important to gain suggestion from the respondents of the research. It is aimed at preventing misunderstanding of answer from respondents when they were interviewed and help the researcher to find out new interpretation. To verify the data and avoid misinterpretation, the writer confirmed the interview results to the respondents.
3. Rich data. To get the rich data, the writer made a complete transcription of the interviews. It is useful to enrich the interpretation of the data. Maxwell (1996, cited in Alwasilah 2008:178) says that the purpose of rich data not only as evidences resources of supporting conclusion but also as a test for theories being developed.