CHAPTER III

RESEARCH METHOD

Research method is a collective term for the structured process of conducting research. Then from the research methodology, the research question can be answered. In this chapter, the researcher will explain more about the research design, subject of the study, data source, instrument, data collection and data analysis.

3.1 Research Design

Research is the systematic efforts to answer the question problem. "The research design is the researchers' plan of how to process to gain an understanding of some groups or some phenomenons in its natural setting'' (Ary, Jacobs and Razavieh, 2002:426). The primary aim of this study is to analyze how is the information Gap activity in the books entitled *Challenges* and *Scaffolding*, so this research belongs to qualitative research. As stated by *Williams (2007:3)* Qualitative research is holistic approach that involves discovery. There are many kinds of descriptive qualitative research. Such as, descriptive qualitative research case study, descriptive qualitative research experiment, descriptive qualitative research content analysis and etc. In addition, this research belongs to descriptive qualitative research content analysis. Descriptive qualitative content analysis is the research that analyzing the content of textbooks, newspaper and etc.

3.2 Subject of the Study

The subject of the study is English textbook for eighth grade students at Junior High School. The first book is *Scaffolding* and the second book is *Challenges.*

The first book is *Scaffolding,* this book published by the BNES (Board of National Education Standard) to be used for eighth grade students at Junior High School as the teaching and learning media.

The second book is *Challenges*, this book published by Pearson Longman to be used for eighth grade students at Junior High School as the source of teaching English. The subject of the study is choosing by purposive method.

3.3 Data Source

Source of the data is all of the activities presented in English textbook. Those are *Scaffolding* textbook and *Challenges* textbook for eight grade students at junior high school. *Scaffolding* textbook is published by National Education Department and also the copyright has been brought by Department of National Education to be used in teaching learning English by teachers and students. The textbook is written by Joko Priyana, Arnys R Irjayanti, and Virga Renitasari. *Scaffolding* textbook has 199 pages which are consisted of nine units and forty four topics. While some units that contains Information Gap activity are: *Describing things and animals (task 5 page 5). My gorgeous idol (task 14 page 33; task 19 page 36). Wonderful place (task 17 page 52). My unforgettable holiday (A-Lead in: task 1 page 62; task 8 page 67). My first experience (A-Lead*

in: Task 1 page 80). Life performances (A-Lead in: task 1 page 104). Once upon a time (A-Lead in: task 1 page 142). A friend in need is a friend indeed (A-Lead in: Task 1 page 162). Then the data of this study is in the form of written materials.

       Challenges textbook is created by Michael Harris, David Mower and Anna Sikorzynska. Published by Pearson Longman, publication date at 27th February 2007. This book to be used for 8th grade student in Junior High School as the source of teaching English. *Challenges* textbook has 128 pages, 10 chapters and thirty topics. While some units that contains Information Gap activity are: Chapter 1: *Our world;* Chapter 2*: Neighbours;* Chapter 3*: Life stories;* Chapter 4: *Mysteries;* Chapter 5: *Looks;* Chapter 7: *Performers;* Chapter 8: *Technology;* Chapter 9: *Style;* Chapter 10: *Winners.* Then the data of this study is in the form of written materials.

3.4 Research Instrument

       In this study, the main instrument of this research is the writer herself. It is because there is no other choice except the researcher herself as the only toll that can achieve it. Bodgan and Biklen in Rohmawati (2007: 32) said that qualitative research has the natural setting as the direct source of data and the researcher is the key instrument. In qualitative research, there is no other option than to make human as the main research instrument (Nasution in Sasongko, 2006). The reason is everything does not have a definite shape. Issue, the research focus, research procedures, and the result expected, cannot be determined exactly and clearly before.

Everything still needs to be developed during this study. In uncertain situation, there is no other choice expect the researcher herself as the only tool that can achieve it. The researcher should really know and understand what is the information Gap activity.

While the tools to collect the data the researcher uses three instruments those are contextual, originality and authenticity. The definition of contextual is depending on the context, or surrounding words, phrases, and paragraphs, of the writing. An example of contextual is how the word "read" can have two different meanings depending upon what words are around it. Originality is a document, film, painting, etc. Which is created by someone and from which a copy or translation is made. For example: the word's *original* meaning was very different from its current meaning. Authenticity is a word that means something is genuine or real, like that personally signed photograph of the president sitting over your teacher's desk. The word *authenticity* is the state of something being *authentic*, or legitimate and true.

In addition to understanding what the information gap activity, the duties of the researcher are to collect data, analyze data and make conclusion based on data that has reviewed.

3.5 Data Collection

Data collection technique is the section on data collection methods used to gather the data (interviews, observations, document analysis and so on) (As Ary et all , 1955:473).

To collect the data, the researcher uses documentation as the technique. The kind of documentation is field note that contain information gap activity in *Challenges* textbook and *Scaffolding* textbook. Then the technique to collect the data is observation. It is because the focus of the research is to analyze information Gap activity in *Scaffolding* and *Challenges* textbook. The researcher decides to choose *Scaffolding* textbook and *Challenges* textbook to be analyzed. The researcher collects the data from doing textbook observation. There are some steps done by researcher. First, read the chapter to know the content of the book. Second, classify the exercise of the book. Third, group the exercise of the book. Fourth, read each instruction from the content of textbook to know which belongs to information Gap activity. Fifth, analyze the information Gap activity in these books. The last through the result of observation, the data are reported in writing. In addition there are 3 characteristics of information gap activity, those are: In each activity students is given a task, student work in pairs to share information and the students have to ask each other to get information that they need.

3.6 Data Analysis

The data collected in research must be analyzed. In this study, the researcher collected the data by herself and she had direct contact with the subject of the study.

In this study, the researcher will analyze the information gap in *Challenges* textbook and *Scaffolding* textbook, to analyze information gap

in these books there are 5 steps. First, read the chapter to know the content of the book. Second, classify the exercise of the book. Third, group the exercise of the book. Fourth, read each instruction from the content of textbook to know which belongs to information Gap activity. Fifth, analyze information Gap activity in these books.

In this study, the researcher conducted three steps to analyze the data which consist of; data reduction, data display and drawing conclusion. It is supported by Milles and Huberman (1994) "We define analysis as consisting of three concurrent flows of activity: data reduction, data display and drawing conclusion. The researcher explored each data analysis steps in more depth as she proceeds below.

3.6.1 Data Reduction

Data reduction referred to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. By data reduction, qualitative data can be reduced and transformed in many ways; through selection, through summary or paraphrase, being subsumed in a larger pattern and so on.

The researcher reduces the data from all chapters that there are in *Challenges* textbook and *Scaffolding* textbook, because all chapters from these books can support the data reduction and the goal of this data reduction to know information gap activity in these books.

The researcher has been analyzing an information gap activity in the books entitled *Challenges* and *Scaffolding*, and the result of this data

reduction that there are 9 chapters that contain information gap activity in *Challenges* textbook, but in *Scaffolding* textbook there are 8 units that contain information gap activity.

3.6.2 Data Display

According to Miles and Huberman (1994) data display are critical and often underutilized means of analysis. They describe many forms of data display, illustrated with example of actual data. They recommended that researchers initially create categories of data, and revise codes as do other authors. Looking at data display helps us to understand what is happening and to do something, either analyze further or take action based on that understanding.

In *Challenges* textbook there are 9 chapters that contain information gap activity. While the chapters that contains Information Gap activity are: Chapter 1: *Our world;* Chapter 2*: Neighbours;* Chapter 3*: Life stories;* Chapter 4: *Mysteries;* Chapter 5: *Looks;* Chapter 7: *Performers;* Chapter 8: *Technology;* Chapter 9: *Style;* Chapter 10: *Winners.* Then the data of this study is in the form of written materials.

The researcher will be display the information gap activity in *Scaffolding* textbook and *Challenges* textbook and based on the data above the data will be display based on 7 kinds of information gap activity, those are: *sharing information with restricted cooperation, sharing information with unrestricted cooperation, puzzle form, personal questionnaire, finding things in common, detecting differences,* and *putting in order.*

3.6.3 Drawing Conclusion

The third of analysis activity is drawing conclusion and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is nothing regularities, pattern, explanations, possible configuration, casual flows and prepositions. In data analysis, the researcher analyzed the data by classify the content of the books.