

CHAPTER III

RESEARCH METHOD

This study is conducted to find the answer of the research problem states earlier. To clarify the problems, this chapter devoted to the discussion of design of the research, instrument, data collection and data analysis.

3.1. Research Design

The focus of this study is to find out the theory related to the implementation of writing activities done by the teachers in teaching learning process and the student's perception toward writing activities that given by the teacher, so that it must be descriptive. The researcher also decided to take qualitative research. Means that, it should be no manipulated environment also involves highly details rich description of teachers and students toward the implementation of writing activities in teaching learning process.

The researcher generated the theory based on the research question include about 1) In-pre-writing, how the way teacher introduce the material and how is the students get the idea, 2) In whilst-writing, what teacher do when the students are writing, and 3) In post-writing, how the teacher revise students' writing. . The researcher also answered the students' perception toward writing activity that given by teachers at Negeri 3 and Muhammadiyah 4 Junior High Schools.

3.2. Subject of the Study

The subject of the study is EFL teachers in Junior High School who teach students of 8th grade at Junior High School especially in Gresik. The researcher took two Junior High School teachers as the subject. Before collecting the data the researcher spread questionnaire for 20 teachers then the researcher took two of teachers who have fulfilled the teachers' criteria of standardization based on the result of questionnaire. So, the researcher did not focus only in one subject then this research would be more valid and gave contribution for English teacher in teaching English especially in teaching Writing for Junior high School.

The researcher also used some criteria of good writing teacher to select her subject. They are:

1. S/he has S1 minimum degree from English department
2. Having teaching writing experience minimal four years more
3. Applying step of writing pre-writing, whilst-writing and post-writing in every meeting.
4. Teaching writing at least twice in a month.
5. Teaching writing separated or teaching writing skill for about 65% than other skill in the classroom.

3.3. Data Collection

The data collection in this study hold to the subjects who have been chosen by researcher based on the criteria above.

3.3.1. Instrument

To do this research, the instrument that used by the researcher is the researcher herself. Therefore, the researcher needed several tools to help her in doing her research, include: observation, and interview.

3.3.1.1. Observation

For getting the data, the researcher conducted the observation. The observation was about writing activities, include: 1) In-pre-writing, how the way teacher introduce the material and how is the students get the idea, 2) In whilst-writing, what teacher do when the students are writing, and 3) In post-writing, how the teacher revise students' writing, also the students perception toward writing activity given by the teacher. To complete the data the researcher used field note also documentation by recording the situation in class. In addition, the researcher stopped to get the data in second meeting because the data has been already saturated in both interview form and observation.

3.3.1.2. Interview

For the interview itself, the researcher interviewed the teacher and the students. The researcher used semi structured or unstructured interview as stated by Hancock (1998) that qualitative interview in unstructured interview. Means that the questions of the interview were arise from the situation. The interview for the teacher was to get information about writing activities implemented by teacher in

classroom. It also to cross checks the data that the researcher did not understand yet from the observation. Meanwhile, the second interview is for the students. To know the students' perception toward writing activities given by the teacher include the students' opinion and interest in writing activity. The researcher only took 3 students as the representative of students perception toward writing activities include opinion of students after getting writing activities. The researcher chose the students based on their interest in writing, include: active, had a high interest, got a good score from writing activity and recommended by the teacher.

3.4. Data Analysis

To analyzing the data, the researcher used three steps, as stated by Karan that there are three steps to analyzing data in qualitative research, they are: data reduction, data display and drawing conclusion.

3.4.1. Data Reduction

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appeared in written-up field note or transcription. The researcher selected all of writing activities that used by the teacher when the teacher teaches teaching writing in the classroom based on the transcription from the video recording and interview that was recorded.

3.4.2. Data Display

The second data analysis activity was data display. Generically, a display is an organized, compressed assembly of information that permits conclusions drawing and action. The data were in verbal form from compared between observation form and interview of writing activities in the class at Junior High School. They were briefly transcribed.

3.4.3. Drawing Conclusion

The third stream of analysis activity was conclusion drawing or verification. In short, the researcher compared the data in form of words to the underlying theories which were written briefly in chapter two. Finally, the researcher made the conclusion of writing activities that used by teacher related to the fact in the class at Junior high School.