

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the researcher described the method that was used to conduct the study. The researcher described the research design, the subjects, the setting, the data of the study, research instrument, data collection technique, and data analysis technique.

#### **3.1 Research Design**

Research design was an important thing to conduct the research and also to answer certain question. The research questions were explained in the first chapter. The first question was how the implementation of literature teaching in the classroom. The second question was how the students responses in literature teaching. In order to find out the answers of those questions the researcher must had a clear description of literature teaching implementation in the classroom. Therefore, to give a clear description of literature teaching implementation and students responses, the researcher intended to use descriptive qualitative method. It was considered as the most appropriate method to use in this study because the objectives of the study were to describe the literature teaching implementation and students responses in literature teaching.

#### **3.2 Subject of the Study**

The subjects of this study were two teachers and the third grade of ICP students. They were English teachers that teach literature material in English

subject. Both teachers were chosen because they had literature teaching experiences in English subject more than 2 years. The first English teacher, she had two years experience teaching literature in English subject at SD Muhammadiyah Manyar GKB. She had studied literature subject in English Education. She had two years experience coach to the students in story telling competition. The second English teacher, she had three years experience teaching literature in English subject at SD NU 1 Terate Gresik. She had studied literature subject in English Education. She had three years coach experience in story telling competition in the school.

The researcher chooses the third grade of ICP students because the literature material was taught in this level. Besides, the students in this class had more activities to response the literature material that was taught by the English teacher.

### **3.3 Setting**

The setting of the study was two private schools (SD Muhammadiyah Manyar GKB and SD NU 1 Terate Gresik) in Gresik. SD Muhammadiyah Manyar GKB is located on Jl. Amuntai 01 Gresik. While SD NU 1 Trate is located on Jl. KH. Abdul Karim 60 Gresik. Both schools were chosen because they are two of five Elementary Schools (SD Muhammadiyah Manyar GKB, SDN Petrokimia, SD NU 1 Terate, MINU Terate Putri, MINU Terate Putera) in Gresik that have International Class Program. It means in teaching learning process, the teacher uses two languages that are Indonesian and English as a tool of

communication. In addition, both schools also apply literature teaching in English lesson for third grade of ICP.

### **3.4 Data of the Study**

The data of this study were in the form of words. According to Susanto (2008: 38) data in qualitative study is a description of phenomena that is written in form of text, it can be words, sentences or even picture. The data were obtained through the observation. Those data were significant in providing answers for the formulated questions in the first chapter. They gave a clear description about implementation of literature teaching that consist of pre-, whilst-, post- teaching and students' responses in literature teaching.

### **3.5 Research Instrument**

In this study, the researcher used two techniques to collect the data; they were observation and interview.

#### **3.5.1 Observation**

One way to get the data is through observation. Ary (2002: 430) states that observation is the basic method to get data in qualitative research. The researcher observed how the implementation of literature teaching that included pre-, whilst-, post- literature teaching from beginning up to the end and how the students' responses during the literature material was taught in the class. To do this observation, the researcher used observation form. The researcher observed twice in the

class because the schools taught literature material twice in second semester. In this study, the researcher observed third grade of ICP at SD Muhammadiyah Manyar GKB and SD NU 1 Terate Gresik.

#### 3.5.1.1 Observation Form

In this study, the researcher used observation form when she recorded anything that happened in the class. She observed activities that included in the implementation of literature teaching consist of pre-, whilst-, post- literature teaching in the class to get the data and information.

#### 3.5.2 Interview

Interview is one of the most widely used methods for obtaining qualitative data (Ary, 2002:434). The researcher interviewed twice. First, she interviewed the English teacher to recheck the data about how the teachers pre, whilst and post literature teaching. Second, she interviewed the English teacher to get the data that was not suitable yet. She also interviewed the students in order to know their responses.

### 3.6 Data Collection Technique

The data which were observed are literature teaching implementation and students' responses. To do the observation the researcher was as a non-participant observer. It meant that the researcher was passive in the classroom so she did not took any part in teaching and learning process because she just observed the

learning process done by the English teacher in the class. She only came, sat on the back of the class and recorded the process.

To collect the data, the researcher had some steps that were needed to be done as the procedure to collect the data. They were: 1) The researcher recorded the teaching learning process done by the English teachers in the class including the implementation of literature teaching. 2) After recording the implementation of literature teaching in the classroom, then the researcher made observation form what were implemented and how the students' response in the class. 3) The researcher conducted interview with English teacher to recheck the information or the data. 4) The last, the researcher conducted interview with the ICP students to gain the data and information about their responses in the implementation of literature teaching.

### **3.7 Data Analysis**

Analysis consists of three activities that are reducing and organizing, searching for significant patterns, and discovering that is important (Ary, 2002:465). In this study, the researcher conducted those activities to analyze the data. They were data reduction, data display, and drawing conclusion.

#### **3.7.1 Data Reduction**

The data reduction was data which were not appropriate with pre-, whilst-, post- literature teaching and students' responses. The data reduction came from observation in the class and recorded the teaching activity, the researcher discarded unimportant activities and information, then collected the appropriate

activities and information which were suitable with pre-, whilst-, post- literature teaching and students' responses. She classified the activities that appropriated with pre literature teaching were included in pre literature teaching, the activities that appropriated with whilst literature teaching were included in whilst literature teaching, and the activities that appropriated with post literature teaching were included in post literature teaching.

### **3.7.2 Data Display**

In data display, the researcher displayed the data by making a transcription and narration based on the observation from both teachers and compared from both activities. Further, the researcher narrated all information based on the interviewed from the English teachers and 3<sup>rd</sup> grade ICP students to rechecks the data from both activities and students' response in the class.

### **3.7.3 Drawing Conclusion**

The last step in analyzing data was drawing conclusion. This conclusion was to give clear explanation about literature teaching at 3<sup>rd</sup> grade of ICP class from observation and interview. The conclusion came from English teachers' interview result that gave clear understanding about implementation of literature teaching. Then, the researcher made conclusion also from student's interview result that gave clear understanding about literature teaching's perception. The data came from those research tools were analyzed based on the fact and the researcher's interpretation. The data results were used to answer all the research

questions, draw the conclusion, and formulate them into the result of discussion.

The further discussion would be explained further in the next chapter.