# CHAPTER III

# RESEARCH METHOD

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

## 3.1  Research Design

Research design in this study is qualitative descriptive research. The researcher uses qualitative in this study as an approach. Qualitative research is research which does not use statistic data and hypothesis to complete this study. Abawi (2008:5) said that the goal of qualitative research is developing an understanding about a symptom or problem that happened in society. The researcher who uses qualitative design must be able to see and find the truth without any manipulation. The researcher also uses descriptive in this study as a method because the researcher wants to describe an activity in certain object. Based on Sandelowski (2000:334) "Descriptive research is typically depicted in research texts as being on the lowest rung of the qualitative research hierachy."

## 3.2  Subject of the Study

Before doing research, the researcher did preliminary study to choose the subject of the study. In this research, the researcher examines the school by using

interview list because EGRA method was not new method in the teaching learning process especially in the teaching writing. The researcher will define several criteria for recent school to be studied. The researcher will apply the criteria based on Mitchell, (1994). The first, this school that already applied EGRA method during three years. Second, this school uses 2013 curriculum in teaching learning English. Third, this school has profesional teacher English. Fourth, this school has good facilities. As the idea of purposive subject, Mts. NU TRATE is choose as subject toward this study because of 4 indicators such as this school that already applied EGRA method during three years. Second, this school uses 2013 curriculum in teaching learning English. Third, this school has profesional teacher English. Fourth, this school has good facilities.

In addition, the good teacher is the important thing to success in learning English. Based on a scheme originally developed by M. Hildebrand (1971), the characteristics of effective teachers are:

1. Organization and Clarity: means that the teachers are well prepared, and they usually make difficult topic easy to understand by explain it clearly.

2. Dynamism and Enthusiasm: it is the characteristic of energetic teacher, have a good self-confidence and also they seem to enjoy teaching.

3. Instructor – Group interaction: teacher must can do the way how to lead discussion, encourages students, use wit and humor effectively, and they also a good public speaker.

4. Instructor- Individual student interaction: is perceived as fair, especially in his/her methods of evaluation and the way how the teacher interacts with the students.

Besides from the opinion above, the researcher also has some characteristics of teacher. First, the teacher used EGRA method in teaching writing during three years. Second, the teacher got S1 English Department. Third, the teacher has experienced in teaching English eight years. Fourth, the teacher has ability to communicate in English both in spoken and written. Fifth, the teacher must have been certificated. Based on the criteria above, the subject of study is the teacher who teaches in seventh grade and the students is in VII A of Mts NU TRATE. Then, the second subject of the study is the students in seventh grade of Mts. NU TRATE. Total students in this class are thirty two students, seventeen are boys and the others girls. The researcher chooses that class because the English teacher used EGRA method as her method in teaching English lesson especially in teaching writing, and the students in this class need to improve and develop their writing skills.

## 3.3  Data Collection Technique

To collect the data, the researcher would take three steps. First, the researcher would observe the teaching and learning process when EGRA used to teach writing. The aim was to get the data about the implementation of EGRA in the class. Second,the researcher would interview with English teacher. The questions for English teacher included the reason why the teacher chose EGRA,

the process of applying EGRA, the problems which faced in applying EGRA and solving the problems. Third, the researcher would give questionnaire for the seventh grade students in A class in order to know student's responses to EGRA.

## 3.4  Data Collection Instrument

The main instrument that used in collecting the data was the researcher herself. It was because the researcher could be able to absorb all information to what happened in the field. The researcher was also helped by some other research tools to gain the specific data, such as:

### 3.4.1  Observation

The researcher used observation as the first tool to collect the data. Cohen (2005:305) states that observation is atool to get information from situation and human interaction that occurred in a field from beginning up to the end. Here, the researcher used observation form to gain the data. It was very useful because the researcher gained some important such as what happened in the classroom while teaching writing activity from the beginning to the ending. Video recording was the media used by researcher. It had functions to record the activity in the class as the pre activity, whilst activity, and the post activity in every meeting.

### 3.4.2  Depth Interview

Kvale in Cohen (2005:267) stated that interview in research marks a move away from seeing a human object as simply manipulate and data as the somehow external to individuals, and toward regarding knowledge as generated between humans, often through conversations. Based on the statement, the researcher used

depth interview as triangulation which could assist the researcher to generate reliable evidence : "there were a risk that observation will be selective and the effect of this could be attenuated by triangulation" by (Cohen et al, 2005,p. 310) and made sure the data are reliable from observation and questionnaire.

The researcher decide to use the interview guide approach for interviewing English teacher. For the interviewing the teacher researcher used ten question about the EGRA method in teaching writing in seventh grade and problems faced by the teacher.

### 3.4.3  Open – Ended Questionnaire

The questionnaire is to answer both of the statement problems on this study, the students responses to EGRA method at Mts. NU TRATE GRESIK. Questionnaire was a set question that is formulated to get information from subject of the study about their opinion.

In this study, the researcher used open-ended questionnaire as the third tool. According to Cohan (2005:255), "Open-ended questionnaire is very attractive device for smaller scale research or for those sections of a questionnaire that invite an honest and personal comment." It meant the researcher gave some question and asked the students to give their reasons. Barribeau (2012:1) states that the benefit of using open-ended questionnaire is it allows respondents to include more information includes their feeling, behavior and opinion. For the researcher, it could get student's answers that are appropriate with the goal of the study.

Questions consist of 9 items, from question number 1 to number 3, the researcher wanted to know whether the students like or dislike writing text or story. Form question number 4 to number 5, the researcher wanted to know students' opinion about his or her teacher when she gave instruction in applying EGRA. From question number 6 to number 7, the researcher wanted to know the advantages that students got when the teacher applied EGRA and from question number 8 to number 9, the researcher wanted to know the difficulties that faced by the students.

## 3.5 Data Collection Procedure

In data collection procedure, the researcher used observation in which she records the class activities. The researcher recorded writing activity that done by the English teacher and students. Here, the researcher directly observed as non participant observer. It meant the researcher does not participate in the classroom activity. Then, the researcher conducted depth interviews to the English Teacher. The researcher interviewed the English teacher to know about how to apply EGRA in the class and the problem that faced and how to solve the problem. Depth interview was an effective method for getting people talk about their personal feelings, opinions, and experiences. Next, the researcher gave questionnaire to the students to know the students' responses when they did EGRA in writing activity.

**3.6 Data Analysis**

In this study, the researcher used triangulation. It meant that the researcher compares and crosscheck between three steps to analyze the data which consisted of data reduction, data display and drawing conclusion.

**3.6.1 Data Reduction**

The first data reduction came from observation form. It was gotten through the way the teacher taught students by using EGRA in teaching writing. The second data reduction came from depth interview with the teacher. The third data reduction came from open – ended questionnaire. It was aimed to find out the students' responses to EGRA in which would be crossed check from observation form.

**3.6.2 Data Display**

Data display came from observation form. The researcher displayed the data from the observation form by using extended text and list table. From here, the researcher would know the activities of the teacher and students during teaching and learning process from the beginning until the end. The researcher would observe the teaching and learning process in teaching writing from the first meeting to the third meeting.

The researcher also used depth interview to the teacher as the data display. The researcher would write interview transcription in order to be understood clearly by the readers. Next, the data display came from open – ended questionnaire. It was used to describe the students' responses.

### 3.6.3   Drawing Conclusion

The last step in analyzing data was drawing conclusion. The researcher did the analysis from observation form, and depth interview, and open – ended questionnaire. The first analysis was observation form. This conclusion was aimed to give clear visualization of EGRA that applied in teaching writing. The researcher also compared her research finding to the previous study in order to find out the best way in implementing EGRA in classroom.

The second analysis was depth interview. The conclusion from teacher's interview result gave clear understanding about the implementation of EGRA in the class, the problem and solution in implementing EGRA. The third analysis was open – ended questionnaire. The conclusion came from this research tool was purposed to deliver the information of students' positive and negative responses to EGRA. It would be used to describe the students' responses toward the methods used by the teacher.

The data which was gotten are the interpretations from the researcher and based on the fact. Then, the researcher would answer all of the research questions, find the conclusion,and formulate them into the result of discussion.