CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This item presents what design used in conducting the research. The design of this research is qualitative research. Qualitative research, in contrast focuses on understanding social phenomena from the perspective of the human participants in the research. Descriptive qualitative research is a study designed to obtain information concerning the phenomenon Ary.[1] According to Moelong descriptive research is a method of research which trying to picture out and interprets the objects as in the fact.[2] So, in this research descriptive research is conducted in the purpose to describe systematically about the fact and characteristics of the subject the teacher and the stu of SMK YP Fatahillah 1 Cilegon accurately.

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[1]Ary, Donald, Jacobs, L., C., Razavieh. 1985. *Introduction To Research in Education.*New York: Holt, Renihart. P: 325.
[2]Moleong, j, Lexy. 2006. *Metodologi Penelitian Kualitatif. Bandung*: PT. Remaja Rosdakarya. P. 5

The researcher uses descriptive design in this research because this research is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive research. The design consists of two strategies. The first is observation to the teacher and the student. The researcher observes the class the school condition and teaching strategies in teaching recount text. The second stage is doing the interview with the English teacher. This interview happens after the researcher doing the observation. In this process the interview the researcher ask detail about the strategies that he used for his teaching.

B. Setting of Research

The research will be held at SMK YP Fatahillah 1 Kota Cilegon Which is located on Cilegon . The Place wherever the research had July 2019.

C. Method of the Research

This study uses descriptive analysis technique in a form of research about teacher's strategies in teaching Recount text. The descriptive analysis is designed to obtain the current status of phenomenon and is directed toward determining the nature of situation as it exists at the time of the student.

E. The Sources of Data

The data of this research are field note, interview, lesson plan, worksheet and syllabus. The data are taken from the result of teaching learning process. The sources of data in this research are event, informant, and document.

1. Event

Considering the aim of qualitative research, the researcher tries to get a description about the teachers strategies in teaching recount text at X MO in SMK YP Fatahillah 1 Cilegon. The

events in this research are all of the activities occurred in the English teachers strategies in teaching recount text. The information are related to the objective learning, the method used by the teachers strategies in teaching recount text, the procedure of the teaching recount text, the material, the media used by the teachers strategies in teaching recount text.

2. Informants

In this research, researcher takes English teacher and the students of X MO in SMK YP Fatahillah 1 Cilegon as the informants. To get information related to the objective learning, the method used by the teachers strategies in teaching recount text, the procedure of the teaching learning process, the material and the media used by the teachers strategies in teaching recount text.

3. Document

That is writing materials or others, which add and enrich the data in teaching English X MO inSMK YP Fatahillah 1 Cilegon. The researcher gather written information materials or

documents, such as curriculum, material program, syllabus, lesson plan, handbook, etc.

F. Technique of Collecting Data

The data of this research are collected by using some technique of qualitative data collection including: interview, observation, and documentation. 1. Observation

Burns says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated.[3] By doing observation, researcher can get document and reflect systematically upon classroom interaction, and events, as they actually occur rather than as we think they occur.

The researcher observes to the tenth grade ofSMK YP Fatahillah 1 Cilegon directly to get a comprehensive picture of a situation and to know the process of teaching recount text English writing to find the data needed include the method used by teachers strategies in teaching recount text, the procedure of teaching of recount text.

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[3]Burns, Anne. (1999). *Collaborative Action Research for English Language Teachers.* United Kingdom: Cambrige University Press. P.80.

2. Interview

Moleong says that interview is a conversation with certain purposes which is done by two parties, the interviewer and the interview.[4]Additionally, Burns, interviews and discussion are face-to-face personal interactions, which generate data about the research issue and allow specific to be discussed from other people perspective.[5]The researcher interviews of English teacher.

3. Documentation

Documentation is a process of getting information from printed or recorded materials related to the research topic. The documentation data is found from the handbook used the worksheet, syllabus, and another. It is also found from the recording of the activities in the classroom. From the documents, the researcher can get information about the learning objective.

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[4]MoleongLexy, 2002, *Methodology Penelitiankualitatif*. Bandung : CV Remaja, p. 135

[5]Burns, Anne. (1999). *Collaborative Action.* P 17

G. Technique of Analyzing Data

The researcher uses an interactive model of analysis that includes three main components, namely the data reduction, the display of data, and conclusion or verification Sutopo.[6]

1. Data Reduction

It is the process of selecting, focusing, simplifying, and abstracting the data. According to Sugiyono, reducing data means to summarize, choose the basic substance, focus on the important substances, find the theme and the pattern, and dispose the unnecessary.[7] It starts when the researcher was in the field. There are many data collected from the observation, interview, and documentation. In this research, the researcher limited only to the process of writing teaching and learning.

In this research, the data reduction was done by summarizing the raw data that were got from observations, interviews, and documents. Then, the next thing did by the researcher was finding the data which are related to the research

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[6]Sutopo, L. 2002. *Technology Benih Buku.* Rajawali Press. Jakarta. P. 95

[7]Sugiyono, 2006.*Metode Penelitian Kualitatif dan R&D.* Bandung: Alfabeta. P.338.

objectives and finding the pattern of it. Here, the data related with the research were the data from observations, interviews, lesson plans, and students; score lists. The last was erasing unnecessary data.

The researcher took the data about the teaching and learning process in the recount text writing such as the objective learning, the method used by the teacher in teaching recount text, the procedure of the teaching learning process, the material and the media used by the teacher of the teaching recount text. The researcher deleted several data in the field note which not related with the implementation and the result of the implementation in the teachers strategies in teaching recount text.

2. Display of the data

An organized and compressed assembly of information. After the researcher presented the data, the researcher analyzed the data. The researcher wrote a coherent description of the data. In this step, the researcher described the answer of the problem statement, below to the steps.

First, the researcher described all data obtained from observation, interview, and documentation. It was the way to collect the research data and it helped the researcher to do this research. In observation, the research will be known teaching learning process of writing skill in recount text, thematerial used by the teacher in teaching writing skill in recount text, the media used by the teacher in teaching writing skill in recount text. From interview, the researcher will be know the material, media and method used by the teachers strategies in teaching recount text. The documentation can be taken from syllabus, student's worksheet, and lesson plan.

Second, the researcher describes teachers strategies in teaching recount text. The researcher knows about the teachers strategies in teaching recount text observing and researching in the data.

Third, the researcher determines the material, media and method used by the teachers strategies in teaching recount text.

Fourth, the researcher classifies the difficulties' teachers strategies in teaching recount text. It can be taken from observation andinterview.

3. Conclusion

In this step, the researcher makes a summary or draw conclusion about the research based on observation and interpretation