

CHAPTER III

METHODOLOGY OF RESEARCH

A. Method of Research

This methodology for the research is qualitative research. Qualitative research method is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live.¹ This research for collecting, identifying, describing, classifying, evaluating or correcting of language error, this research also uses descriptive method. The term qualitative research is associated with a range of different methods, perspectives, and approaches. The term qualitative research can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures. Detailed definitions of qualitative research usually include the following characteristics:²

- Rich description
- Natural and holistic representation
- Few participants

¹ Sari Wahyuni, *Qualitative Research Method*, (Salemba: Salemba Empat, 2012), p.2

² Alison Mackey and Susan M. Gass, *Second Language Research Methodology and Design*, (London: Lawrence Erlbaum Associates, 2005), P.162

- Ernie perspectives
- Cyclical and open-ended processes
- Possible ideological orientations
- Research questions tend to be general and open ended, and hypotheses.

In this research by study case, it is accomplished by a procedure supposed to be effective. The study is a case study. Case study is a type of research design and analysis.³ A case study is a type of ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. The goal is to arrive at a detailed description and understanding of the entity (the “case”).⁴

B. The Setting and the Time of Research

The research will choose SMAN Pontang as the place of the research. The time for researching will be observes and collects the data on April 2017.

³ Patricia A. Duff, *Case Study Research in Applied Linguistics*, (New York: Taylor & Francis Group, 2008), p.21.

⁴ Donald Ary, Lucy Cheser Jacobs, Christine K. Sorensen, *Introduction to Research in Education eight edition*, (London: Lawrence Erlbaum Associates, 2010), p.29

C. Respondent

In conducting the research, the writer decides to choose the first grade at SMAN Pontang. The writer took one teacher for sample research from fourth English teacher in SMAN Pontang.

D. Technique of Data Collecting

Technique of data collecting used this research consist of observation and interview:

1) Observation

Based on the observation, the writer collects data from the teacher. The writer does the observation to get information about condition in location to research and to know about what the research need. Especially the writer will observe the English teacher in this research, because this research focuses on the English teacher to know in using writing rubric.

Like all data collection method, observation has its strengths and limitations. In observation, the types of observation are participant observation and nonparticipant observation and the writer taken by nonparticipant observation in this research. In a nonparticipant observation study, researchers do not participate in the activity being

observed but rather “sit on the sidelines” and watch; they are not directly involved in the situation they are observing.⁵

2) Interview

Interviewing (i.e., the careful asking of relevant questions) is an important way for a researcher to check the accuracy of to verify or refute the impressions he or she has gained through observation. The purpose of interviewing people is to find out what is on their minds what they think or how they feel about something.⁶

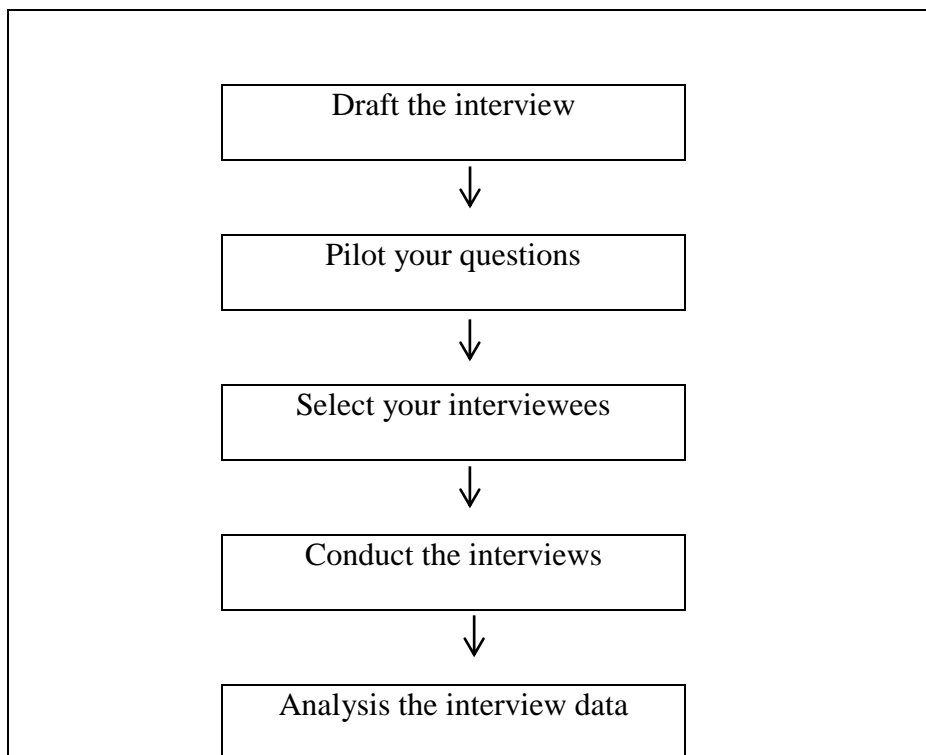
The interview is a conversation with the purposes. The writer wants to know the teacher problem on giving authentic assessment and the teacher have to apply writing rubric. The next questions include the teacher design writing rubric and the last question about the students scoring from the teacher test. This research not only to teachers' interviewee but the writer wants to know about the students' respond about this problem.

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews because it is by

⁵ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education seventh edition*, (New York: Mc Graw-Hill education, 2009), p.441.

⁶ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education seventh edition*, p.445-446

generally question in a face-to-face contact to the other person or persons and usually carried out in a structured way. As such we call the interviews as structured interviews. The interviewer in a structured interview follows a rigid procedure laid down, asking questions in a form and order prescribed.⁷ According to David Wilkinson and Peter Birmingham⁸ exposed about the stage of developing and using interview.

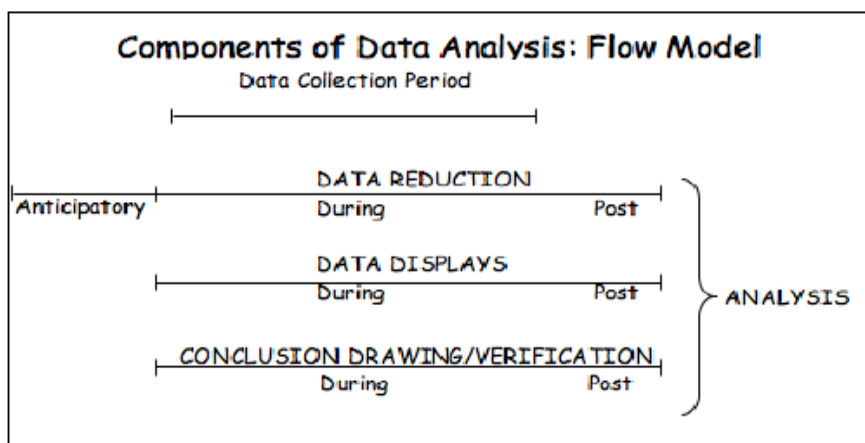


⁷ C.R. Kothari, *Research Methodology Method and Techniques (Second Revised Edition)*, (New York: New Age International, 1990), P.97-98.

⁸ David Wilkinson and Peter Birmingham, *Using Research Instruments a Guide for Researchers*, (New York: Routledge Falmer, 2003), p.44.

2. Technique of Data Analyzing

After the data was collection, the writer will analyze the data using qualitative method. The qualitative research has descriptive characteristics. Therefore, the writer uses the qualitative descriptive analyzing method. The qualitative descriptive try to description and interpretation the result of data, according to Miles and Huberman “Analysis as consisting of three concurrent flows of activity, they are:”⁹



1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data appear in written-up field note transcription. Data reduction use for collecting data from observation and interview. In data reduction, the writer will summarizes

⁹ Matthew B. Miles and A. Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition*, (London: Sage Publications, 1994), p.10

and focus on the important data that could cases the writer in collecting the next data then classifies the teacher in using writing rubric.

Data reduction is form of analysis that sharpens sorts, focuses, discards, and organizes data in such a way that “final” conclusions can be drawn and verified. By data reduction, qualitative method can be reduced and transformed in many ways: through selection, through summery, or paraphrase, through being subsumed in a large pattern, and so on.

2. Data Displays

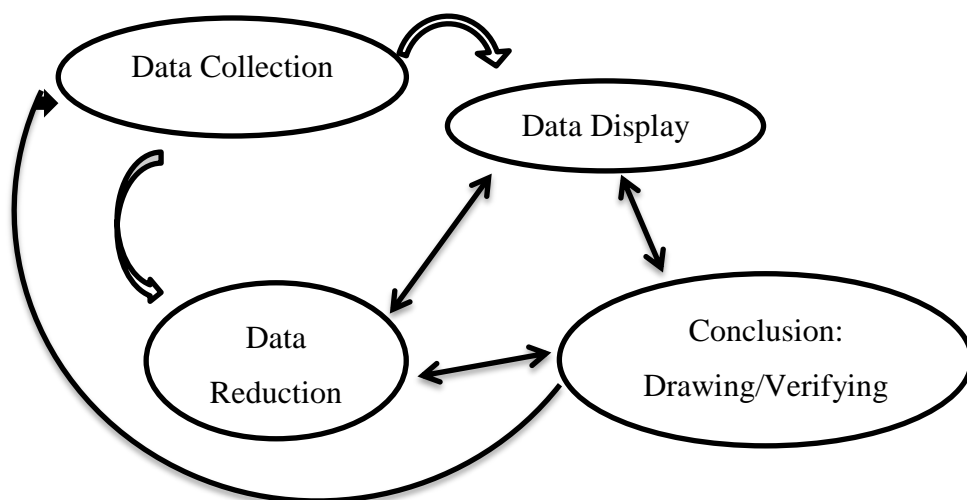
After getting the data, the next step is displaying or presenting the data that organized into research paper. The writer will analyze the result from observation and interview. Then the data were organized and arranged in pattern, so that they would be understood easily. Because data display is organized, compressed assembly of information that permits conclusion drawing and action. Data display so have many types of matrices, such as graph, charts, and network. In concluded from Miles and A. Michael Huberman’s book that “the qualitative method, the writer took one of body coded the data case analysis by the descriptive display design to answer the research questions. Coded data are entered and, from them, conclusions of descriptive sort are drown

and verified. With those the conclusion in hand, explanatory display can be built, coded data entered, and explanatory conclusion drawn.”¹⁰

3. Conclusion drawing/Verification Data

The third step in the qualitative data analysis is drawing conclusion and verification. In was describe all of the data which were still unclear in the beginning.

Component of data analysis: interactive model.



In figure above, to make up the general domain called “analysis”. The coding of data, for example (data reduction), lead to new ideas on what should go into a matrix (data display). Entering the data requires further data reduction. As the matrix fills up, preliminary

¹⁰ Matthew B. Miles and A. Michael Huberman, *An Expanded Sourcebook Qualitative Data Analysis Second Edition*, p. 307.

conclusions are drawn, but they lead to the decision, for example to add another column to the matrix to test the conclusion.

Qualitative data analysis is continue, iterative enterprise. Issues of data reduction, of display and data of conclusion drawing/verification come into figure successfully as analysis episodes follow each other. But the other two issues always part of ground.