

CHAPTER III

RESEARCH METHOD

A. Types of Research

This research is a descriptive qualitative research. According to Creswell(2009:4). Qualitative research is a means for exploring and understanding the meaning of individuals or groups describe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the data.

According to Gay and Airasian (2000:275), a descriptive study determines and describes the way things are. The descriptive method is useful for investigating a variety of educational problems and issues. Typical descriptive studies are concerned.

The design of this research is descriptive. Gay and Airasian(2000:275) said that typical descriptive research also called survey research. This research determines and describes the way things are. It is concerned with the assessment of attitudes, opinions, demographic information, condition and procedures. Descriptive research also called qualitative research. In this research the researcher will describe: the strategy in teaching writing descriptive text at grade VIII of Junior High School Sixth Pariaman and the problem the teachers find in teaching writing descriptive text at Grade VIII of Junior High School Sixth Pariaman.

B. Place and time research

The research was conducted in the class Seven of Junior High School 06 Pariaman.

C. Respondent of The Research

Respondent of the research in qualitative research can be various. In this case, the researcher took the subject of the study was the English teacher who teach at class that was intended to be concluded since the research conducted to describe and elaborative teacher strategy in teaching writing. Actually not all teachers teach English. In this case, only teacher at Grade VIII who teach English. So, subject of this research is English teacher at VIII grade of Junior High School 06 Kota Pariaman.

D. Instrument Research

According to Gay and Airasian (2003: 15) states that descriptive data are usually collected by questionnaires, interview, telephone or observation.

The researcher gathers the data by observation and interview

Based on the purpose of this research, the researcher used two techniques in data collection: Observation sheet and interview

1. Interview

Researcher will use interview to know the teacher point of view about the implementation of process approach in teaching writing skill. In doing the interview the researcher has prepared the instruments. The researcher also prepared the tool such as *tape recorder*, *camera*, etc. that can helps the interview fast. The form of interview sheet as follow:

Table 3.1. Blue print of interview to guide in teaching writing process by the Implementation of Process Approach at class VIII of Junior High School 6 Pariaman.

Interviewee :
Interviewer :
Day/Date :
Class/Semester :

| No | Pertanyaan |
|----|---|
| 1 | Bagaimana pendapat ibu tentang proses-proses dalam menulis? |
| 2 | Apa saja proses-proses yang harus dilakukan siswa agar menghasilkan tulisan yang baik? |
| 3 | Bagaimana cara membimbing siswa untuk membuat planning dalam menulis? |
| 4 | Apa bentuk kegiatan yang dilakukan siswa ketika membuat planning? |
| 5 | Kenapa siswa harus membuat planning sebelum menulis? |
| 6 | Bagaimana ibu memotivasi siswa untuk membuat planning? |
| 7 | Bagaimana cara ibu membimbing siswa untuk menulis? |
| 8 | Bagaimana ibu memotivasi siswa untuk membuat tulisan yang baik? |
| 9 | Bagaimana cara ibu membimbing siswa melakukan revising atas tulisan mereka? |
| 10 | Kenapa siswa harus melakukan revising tulisan mereka setelah mereka menulis? |
| 11 | Setelah ibu menjelaskan proses menulis tersebut, apakah seluruh siswa menerapkan proses yang telah diajarkan? |
| 12 | Apakah siswa bias menulis teks descriptive dengan benar setelah menerapkan proses tersebut? |
| 13 | Bagaimana perasaan ibu setelah mengajar dengan pendekatan proses menulis dengan tepat? |

2. Classroom Observation

In this research the researcher used the observation as the instrument. Observation was a method of data collection in which the situation of interest is watched and the relevant facts, actions, and behaviors are recorded. According to Gay and Airasian (2000:294), in an observational study the current status of a phenomenon is determined not by asking but by observing.

This observation sheet used to collect the information of teaching practices in the class. It was design to record the activities from pre-teaching stage until post teaching stage. It was create before conducting the research and use to collect real information during the action done.

Table 3.3. Blue print of observation sheet in teaching writing by the Implementation of Process Approach at Class VII Junior High School 6 Pariaman.

Observant :

Observer :

Class/Semester :

Instruction :

- Berilah tanda (√) jika guru mengikuti langkah-langkah dibawah ini dikolom “Ya”
- Berilah tanda (x) jika guru tidak mengikuti langkah-langkah dibawah ini dikolom “Tidak”

| N O | ASPEK | Option | |
|--------|--|--------|-------|
| | | Ya | Tidak |
| | Proses pengajaran | | |
| | a. Persiapan | | |
| | Membuat Rancangan Pelaksanaan Pembelajaran (RPP) sebelum pembelajaran menulis | | |
| | Menyiapkan buku teks, tugas siswa dan media yang akan digunakan ddalam proses pembelajaran menulis | | |
| | b. Kegiatan Awal | | |
| | Pembukaan (salam, mengecek kehadiran siswa, memperhatikan keadaan kelas) | | |
| | Mengaitkan pelajaran yang lalu dengan pelajaran sekarang | | |
| | Guru menjelaskan tujuan pembelajaran | | |
| | Memotivasi siswa | | |

| | | | |
|--|--|--|--|
| | Menanyakan kesiapan siswa dalam belajar | | |
| | c. Kegiatan Inti | | |
| | Guru menuliskan topik di papan tulis | | |
| | Guru menjelaskan tentang proses pembelajaran hari ini. | | |
| | Guru menjelaskan tentang materi pelajaran | | |
| | Guru menjelaskan tentang materi pelajaran | | |
| | Guru memberikan model dari deskriptif teks | | |
| | Guru menjelaskan kepada siswa tiga tahapan dalam proses menulis | | |
| | Guru menjelaskan bagaimana membuat planning/outlining dalam menulis | | |
| | Guru menjelaskan kepada siswa tujuan dari pembuatan planning/outlining sebelum menulis | | |
| | Guru memberikan model dari tahapan planning/outlining kepada siswa | | |
| | Setelah dijelaskan, guru meminta siswa untuk membuat planning/outlining secara personal | | |
| | Guru memotivasi kegiatan siswa pada tahapan pertama dalam proses menulis | | |
| | Setelah melakukan tahapan pertama, guru menjelaskan kepada siswa tentang proses menulis | | |
| | Guru menjelaskan bagaimana cara untuk membuat paragraf agar siswa tidak kesulitan. | | |
| | Guru memberikan model dari contoh paragraf dan meminta siswa membuat paragraf secara individual | | |
| | Guru memberikan pemahaman, membimbing serta memotivasi siswa agar dalam tahapan menulis siswa tidak mengalami kesulitan. | | |
| | Setelah selesai membuat paragraf, siswa meminta siswa lain untuk merevisi hasil tulisan mereka secara individual. | | |
| | Guru menggunakan berbagai model, metode atau strategi dalam pembelajaran keterampilan writing | | |
| | d. Penutup | | |
| | Pada akhir pembelajaran keterampilan menulis, Guru bersama siswa membuat kesimpulan kegiatan yang telah dilakukan | | |
| | Guru menilai keterampilan menulis siswa berdasarkan lima komponen didalam writing (content, organization, language use, vocabulary and mechanics) dalam menulis bahasa Inggris | | |
| | Guru memberikan tugas kepada siswa untuk mengevaluasi pembelajaran yang telah dipelajari | | |
| | Guru menginformasikan topik yang akan dipelajari | | |

| | | | |
|--|---------------------------|--|--|
| | pada pertemuan berikutnya | | |
|--|---------------------------|--|--|

E. Research Procedure

The data about the implementation of process approach in teaching writing collected by the researcher. She was observe the class; bring the field notes, observation format sheets, and interview guide. After collecting the data, she was analyze them by using Miles and Hubbermans Model.

F. Technique of Data Collection

The data of this research comes from the teacher's performance in teaching writing. There are some steps follow in collecting the data. First, I will observe the teacher in teaching writing process and write the result on the field note and observation sheet. Second, I will interview the teacher to gain information about teacher's carry out teaching writing by teacher's strategy in teaching writing descriptive te.

G. Technique of Data Analysis

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and other materials, so it can be understand easily, and it finds can inform the others (Sugiyono, 2000: 334). To investigate process approach in teaching writing at SMPN 1 Pariaman, the writer will employed a technique of data analysis formulated by Miles and Hubberman (1984) as follows:

1. Data Reduction.

Data reduction is a process of analysis data to summarize, organize and select the important data to gain the themes and patterns by wasting unimportant data (Sugiyono, 2014: 340). By doing data reduction the researcher will find a complete picture of the object of the study and facilitate the researcher to decide the next step of data collection. The process of data reduction can be done by computer and other software to make coding in certain aspects.

2. Data Display

After doing data reduction, the next step is data display. Data display is a step of presenting the data from the data reduction (Sugiyono, 2014: 341). The researcher displays the data in short description, chart, the relation among the category and other formats. By data display, then the data is organized, arranged in a pattern that can be more understandable.

3. Conclusion drawing/ Verification

The last phase of analysis data is conclusion drawing or verification. Conclusion drawing or verification is a step of drawing conclusion from the beginning to the final process (Sugiyono, 2014: 342). In doing conclusion drawing, the researcher begins to determine the meaning of the research then conducts verification because preliminary conclusion sometimes is temporary and still tentative and the findings will be changed if the researcher finds the more valid proof when the

researcher crosscheck to the research setting but if not the preliminary conclusion is credible.

