

CHAPTER III

RESEARCH METHOD

A. Research Type

Type of this research is using qualitative research. Qualitative research is using to explore teacher's strategies in integrating English skill in teaching. Qualitative research is used to explore people's feelings, perceptions and believes, this approach is suitable for this study (Creswell, 2012). According to Kothari (2004) The qualitative research method is concerned with the subjective evaluation of attitudes, views, and behaviour. A study that collects descriptive data from people and their behaviour in the form of written or spoken words. Descriptive research is often conducted with the primary goal of precisely describing the facts and features of things or subjects being examined. Based on Arsenault and Anderson (1998) Qualitative research is a type of study that investigates events in their natural surroundings and use a variety of approaches to analyse, comprehend, explain, and provide meaning to them. Qualitative research is a type of inductive inquiry whose outcomes are the result of a combination of research abilities, chance, and a particular point of view. In this study, researcher is using descriptive qualitative research that focus on teacher strategies in integrating English's skill in teaching English. It explains the strategies that used by the teacher in.

B. Place and Time of the Research

The place of the research is conducting in SMA Kartika 1-5 Padang. It is located in Jl. Dr. Sutomo No. 4C Simpang Haru, Kec. Padang Tim., Kota

Padang, Sumatera Barat 25123. The researcher is taking English's teacher as the subject of the research.

C. Respondents

Respondents of this research are English teacher who were teaching English at SMA Kartika 1 -5 Padang. This research is only focus on one teacher is teaching at tenth grade, these are English teacher at SMA Kartika 1-5 Padang.

Table 3. 1: Respondent in Research

Name	Wahyu elfiatni, S.Pd
Age	40 years old
Graduate	STKIP PGRI Sumatera Barat
Teaching Experience	18 years

D. Technique of Data Collection

1. Observation

Observation is a method of collecting data by observing directly the activities, the general state of events in the object of research systematically. Observations are observations that are carried out in a directed, systematic manner, linking social phenomena with psychological symptoms to be recorded later. P. Joko Subagyo (1997). In general, observation means observation, sight. Whereas specifically, in the world of observational research, listening in order to understand, seek

answers, look for evidence of religious social phenomena (behaviours, events, circumstances, objects, and certain symbols) for some time without affecting the phenomena being observed for research. obtain information and data to be processed in research.

Observation guidelines in this study, the author will enter the class, observe and take data in the form of video recordings from the beginning of the teacher entering the class until the teacher closes the class.

2. Interview

An interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer who asked the question and the interviewee who gave the answer to the question.

Interview, or in other words interview, is a method of collecting data, news or facts from the field. This process can be done face-to-face with the informant or indirectly, such as by telephone, internet or letter (written interview). The main purpose of the interview is to get more details about the individual interview and what he or she knows.

Interview guidelines in this study, namely the author conducts interviews by asking several questions to respondents related to the object of research.

3. Documentation

Documents are research techniques in the form of writing, pictures,

or monumental works of someone, documents are records of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone. Observation is also one of the research instruments used by researcher to obtain data and information related to what is being studied.

E. Technique of Data Analysis

Data analysis technique is the process of collecting data systematically to facilitate researchers in obtaining conclusions. Conclusions will be easily obtained when the data analysis technique is correct. According to Miles & Huberman (1994, p: 10) analysis consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing/verification. Regarding the three lines will be discussed further as follows:

1. Data Reduction

According to Miles & Huberman (1994, p: 10) Data reduction refer to the process selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making cluster, making partitions, writing memos). Data reduction is part of the analysis. With data reduction researchers can get rid of unnecessary parts and organize data to get the final conclusions that can be drawn and verified.

2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. (Miles & Huberman, 1994, p: 11). They believe that better data display are the primary means for valid qualitative analysis, which consist of: various types of matrices, graphics, networks and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. Thus, an analyst can see what is happening, and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

3. Data Drawing/ Verification

According to Miles & Huberman (1994, p: 11), conclusion is only half of a Gemini configuration. Conclusion are also verified as the analyst proceed. When in the midst of data collection, researchers had a brief conclusion. To draw conclusions, of course, cannot be done haphazardly, it must go back to see the data to be verified. The final conclusions do not only occur at the time of the data collection process, but need to be verified so that they are truly accountable.

F. Research Instrument

Instrument of this research are observation sheet and interview sheet.

a. Observation Sheet

In this observation, the researcher was involved with the daily

activities of the person being observed or used as a source of research data. This observation was carried out by observing and directly recording the object of research, namely by asking for views on the activities carried out by the teacher in integrating English skill in teaching at SMA Kartika 1-5 Padang. In this case the researcher conducted passive participatory observation, (sugiyono 2013: 311) means the research is present at the scene of action but does not interact or participate.

The things that were observed by the researcher at the time of observation are how and what strategies are used by English teacher in integrated English skill in SMA Kartika 1-5 Padang. The researcher also took a documentation of teaching and learning process by the English teacher in the class and the lesson plan of the teachers to know more of English teacher's plan, the researcher observed the student' skill in learning process.

Table 3. 2: Observation Sheet

No	Activity	Indicator and description	Evidence
1.	Opening		
2.	Main activity		
3.	Closing		

b. interview sheet

The instrument in this research is interview sheets used to collect

data in the form of a list of questions used by researcher in conducting interview with respondents. According to sugiyono, (2018: 140) an interview is a conversation with a specific purpose carried out by two parties, namely the interviewer (interviewer) who asks questions and the interviewee (interviewer) to provide answer to the question given. This interview is given to teacher and students.

Interviewer:

Interviewee:

Date :

Formulation

1. What strategies is mostly used by teacher in integrating English skills in teaching at tenth grade SMA Kartika 1-5 Padang
2. How does English teacher integrate English skills in teaching at tenth grade SMA Kartika 1-5 Padang

Question :

1. Nama ibu siapa dan mengajar kelas berapa ?
2. Sudah berapa lama ibu mengajar di sekolah ini?
3. Mata Pelajaran apa yang ibu pegang?
4. curriculum apa yang ibu gunakan?
5. Apa strategi yang ibu gunakan dalam mengajar?, dan bagaimana

cara menerapkannya buk?

6. Apakah strategi yang ibu lakukan disukai oleh murid?

7. boleh saya minta modul nya buk?

