CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the research method. The researcher divided this chapter into six parts. They are research design, subjects, source of data and data, instruments, data collection procedures, data analysis. Each of them presents in the following discussion.

3.1 Research Design

Before knowing the research design, it is better to know the meaning of research. According to (Saunders, Lewis, & Thornhil, 2012) research is something that people undertake to find out new things in a systematic way, thereby increasing their knowledge. The primary purpose of applied research is discovering, interpreting, and the development of methods and systems for the advancement of human knowledge on a wide variety of scientific matters of our world and the universe. Meanwhile, according to (Stephenson & Slesinger , 1930) define research as the manipulation of things, concepts, or symbols for the purpose of generalizing to extend, correct, or verify knowledge, whether that knowledge aids in the construction of the theory or the practice of an art. Therefore, it can be concluded that research is an organized and systematic way of finding answers to questions. Systematics because there is a definite set of procedures and steps that must be followed. Certain things in the research process are always done to get the most accurate results.

According to (Cresswel, 2009) research design is a plan and the procedures for research to detailed methods of data collection and analysis. The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible.

In this research, the researcher used a qualitative approach because this research focuses on the analysis or interpretation of the written material in context. Qualitative research is empirical research where the data are not in the form of numbers. According to (Bogdan & Biklen, 1982) states that qualitative research is descriptive in which the data is collected in the form of words or pictures rather than numbers. In addition, (Suryana, 2010) the qualitative research focuses on making a description systematically and accurately based on facts about a certain project. In this research, the researcher used the design of descriptive method which is a method of research that attempts to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

Based on the explanation above the researcher uses qualitative research design in order to analyze the students and how the use of dictogloss in teaching analytical exposition text. Where the analysis is explained using a descriptive method using words.

3.2 Subjects of the study

The subject of the research is the eleventh-grade students of XI APK 1 class and the teacher of SMK PGRI 2 SIDOARJO in the academic year of 2019/2020, which the total number 30-40 students. The researcher takes eleventh grade as a research subject because analytical exposition text must be learned by the eleventh-grade students of vocational high school.

3.3 Source of Data and Data

The sources of data were very significant in the research. The researcher could not get information without knowing the sources of data. Sources of data are subjects who gave the data or information or where the data are obtained from (Arikunto, 1998). Information or data can be divided into two, based on the sources of data or where the information or data comes from. They are primary data and secondary data.

(Sugiyono, 2014) stated that the primary source is a source that can give valuable information directly. In other word, the primary source is to give prominent data relate to problems of the research. For the primary source, in this research, the primary data were collected from direct observation and questionnaires.

The aim of the research is to get data. The data is an important tool in the research which are in the form of a phenomenon in the field and number. From the data, the researcher knows the result of the research. Collecting the data must be

relevant to the problem of research. The data in this research in the form of descriptive qualitative data and use qualitative data procedure for the data analysis.

The source of the data in this research is the students and the English teacher who are involved in teaching and learning writing analytical exposition using dictogloss. Meanwhile, data in this research is the student's responses and the students and the teacher activities during teaching-learning using dictogloss in writing analytical exposition text.

3.4 Instruments

There are two instruments that will be applied to collecting the data. Those are observation checklist and, questionnaire. According to (Sugiyono, 2014) states that "Research instruments are a means of collecting data uses to measure the observed natural and social phenomena". Thus, the use of research instruments is to seek complete information on a problem, natural and social phenomena.

According to (Arikunto, 2010), a research instrument is a tool used by the researcher to collect the data accurately, completely, systematically, and easily analyzed. The researcher used an instrument for conducting the research. The instrument was an observation checklist, field note, and questionnaire as the research instrument and to collect the data which discussed briefly in the following:

3.4.1 Observation Checklist

(Ary, 2010) stated that qualitative observations rely on narrative or words to describe the setting, behaviors, and interactions. The observation was used to interpret the setting, time schedule, and the meaning of the

event, which observed. This method was used to get information about the teacher prepare EFL instruction, the teacher present material, kinds of strategies employed to help the students understand the material, and the teacher conduct evaluation.

The researcher uses an observation checklist in this research. Based on Nasution (2004) Observation checklist contained listing possible activities that observed in a particular setting rather than drawing activities that happen. Observation checklists helped to collect the data through observed which types of activities occurred in the setting. In addition, an observation checklist is a method of observation that is able to provide information about whether or not active activities are observed by giving a checkmark ($\sqrt{}$) if the observed activities appear (Herdiansyah, 2010). This instrument used for describing the first research question in implementing teaching writing analytical exposition text.

3.4.2 Questionnaire

The questionnaire is a list of questions or statements that are given to participants. (Sugiyono, 2008) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondents. This questionnaire is used to support the observation checklist. The questionnaire is distributed after the researcher conducts the use of dictogloss to teach writing analytical exposition text.

The questionnaire is used to collect data about students' responses after the students use dictogloss in studying writing analytical exposition

text. The kind of instrument is questionnaires by giving questions to all respondents. In other words, field notes were used to help to answer the first research question. The researcher gives a questionnaire for the eleventh students of SMK PGRI 2 SIDOARJO in the academic year of 2019/2020 who have learned writing analytical exposition text using the dictogloss technique.

3.5 Data Collection Procedures

Arikunto (2006) states that the instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easier. As descriptive qualitative research, the researcher is the key instrument.

Data is information that has been collected by conducting research to get the data, the researcher has to do some techniques for collecting data. Data collecting techniques is an important step in research because the aim of the research is to collect data, the researcher uses an observation checklist, field notes and questions to conduct qualitative research.

There are several steps carried out by researchers in obtaining data. Initially, the researcher requested permission from the institution to be designated as a place to conduct research and began to apply the Dictogloss technique to the class to be used as research. Dictogloss technique are applied to one class and the researcher applied the dictogloss in two meetings. The first stage is the preparation. In this stage, the researcher prepares the text for the learners. Researchers provide an

explanation in advance of the material to be taught. Then, the researcher ensures that learners know what they are expected to do at each stage of the dictogloss technique. The last the teacher organizes learners into groups that consist of two students.

After students are informed about the mechanism for applying the dictogloss technique, then the second stage researchers apply the dictogloss technique where the learners hear the text and take notes. The text is normally read twice at natural speed making short pauses between the sentences. The first time, students don't take any notes. The second time, they note down keywords to help them remember the content and reconstruct the text. The next stage is the reconstruction. In this stage, the learners reconstruct the text based on their notes. This is the collaborative stage in which students work together to reconstruct the text with their own word and content pooling their information and discussing the best options. At this stage, the researcher also observes and fill the observation checklist sheet and records in the field notes all the teaching and learning process using the dictogloss technique.

Finally, after students apply the dictogloss technique at the end of the meeting the researcher gives a questionnaire in order to obtain response data and the advantages of applying the dictogloss technique from students who have applied the technique. Researchers provide questionnaires with the aim to answer the second research question.

3.6 Data Analysis

After collecting the data, the researcher analyzes the data. According to Sugiyono (2014). Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that a researcher accumulates to increase his/her own understanding of them and to enable him/her to present what he/she has discovered to others.

The researcher must determine an effective pattern of analysis because qualitative data analysis contains large amounts of data. As stated by (Sugiyono, 2014) There are three activities to analyze the data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/ verification. Based on those statements, the researcher divides the activities. They are data reduction, data display, and conclusion drawing.

3.6.1 Data Reduction

In this step, reducing data means summarizing it involves selecting, focusing, simplifying, and transferring raw data that gathered from the result of the data collected by using observation checklist and questionnaire to change become meaningful data. Reduced data provides clearer information and also make it easier for researchers to draw conclusions.

In data reduction, the researcher analyzes the use of the dictogloss to teach writing analytical exposition and analyze the student responses after the student study by using the dictogloss technique. After the researcher gets the data, the researcher interprets all of the data gathered from the

observation to answer the research question that mentions in statements of the problem in chapter one. The researcher only takes the data related to the statements of the problem. Hence, the researcher must select data that will give valuable information in research. Thus, at first, the researcher has to do a reduction to analyze the data.

3.6.1.1 Analysis Data of Observation

The result of the observation checklist gives information about teaching and learning start from the teacher greet the students until the last session. The teacher analyzes the situation of the teaching and learning process happening, analyzes the teacher implements the technique in teaching writing analytical exposition text using dictogloss.

3.6.1.2 Analysis Data of Questionnaire

This result of the questionnaire gives information about the student's response after the students apply about the implementation of dictogloss technique to teach writing analytical exposition text. The researcher analyzes the data by using the percentage technique. The formula can be seen as follows:

$$P = \frac{F}{N} \; x \; 100\%$$

(Arikunto, 2010, p. 81)

Where :

P : Percentage of the score of each students

F: The number of students who answer the option

N : The number of individu

3.6.2 Data Display

Data display means the process to simplify the data in the form of a sentence, narrative, or table. Data display refers to show data that has to reduce in the form of patterns. It benefits to help the researcher in understanding the data. Data display often used in qualitative data is a narrative. Data display contains a collection of information that arranged systematically and easy to understand. According to Sugiyono (2008) state that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in a good sequence of narrative texts in order to be easier to understand.

3.6.3 Drawing Conclusion

The last steps in the data analyzing process were interpreting and representing. In this step, the researcher interpreted all data gathered from the

study to answer the research questions in the form of descriptive analysis. Descriptive data analysis contains the result of the study, the researcher's background knowledge, and also related theories. In this research, the researcher makes a conclusion from the data display.

In short, the steps in analyzing the data are: (1) the researcher collects the data through observation and questionnaire. Then, the researcher selects, identifies, and focuses on the data by referring to the formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying the data, the conclusion is drawn. This questionnaire is analyzed by using descriptive statistics where frequency counts are tabulated and converted to percentages.