

CHAPTER III

RESEARCH METHOD

This chapter elaborates how the data were collected and analyzed. It includes the type of the study, the object of the study, setting of the study, participant of the study, data and data source, method of collecting data, the technique for analyzing data and trustworthiness of the data.

A. Type of the Study

Type of the study is descriptive qualitative. Lincoln and Guba (2003: 43) in Moleong (2004:6) started that one of the characteristics of qualitative study is descriptive. Therefore, a qualitative method in the form of descriptive design was employed in this study which aims to describe the implementation of Inquiry-based Learning phenomena in the classroom during English teaching learning process. Nunan (1992:4) suggests that qualitative methods, concern with the understanding of human behavior from the actor's own frame of reference, exploratory, descriptive and process oriented. Since the current study was investigated a process which involved human behavior in the natural setting, this study used descriptive qualitative.

Naturalistic inquiry was adopted to investigate the implementation Inquiry-based Learning in the classroom without manipulation or treatment. Naturalistic study is concerned as an ethnographic study through observation. According to Schatzman and Strauss (1998: 12) in Fauziati (2009: 253) ethnographic research is detectable as naturalistic research in the sense that this study is conducted through observation. Ethnographic study is proves a description about human behavior and cultural description. As naturalistic study, this study was not used experiment to get the finding. This study also investigates about the implementation Inquiry-based Learning in teaching learning process was used by teacher at SMA N 2 Klaten.

The researcher wants to observe and describe the implementation of Inquiry-based Learning of teaching of English at SMA N 2 Klaten. Therefore, descriptive qualitative is chosen as the method of this study. The researcher observes in the

classroom and sees the process completely. The researcher conducted and interview to get the information from the teacher and document analysis.

B. Site of the Research

1. Time of the Research

The researcher observes the implementation of Inquiry-based Learning at SMA N 2 Klaten in 2016/2017 academic year. The researcher starts observation on February until April 2017. The researcher comes to the office on January 2017 and gives the approve application to observe on January 2017. The researcher gets the classes for observing on February 2017 until April 2017 and the researcher collect the support data, such as the vision and mission of the school, the schedule of the teacher English. The observation was held on even semester in the classroom. This is the timetable for research activity.

No	Activities	Time
1.	Preparation	September 2016
2.	Approve application to observe	January 2017
3.	Collecting data	February – April 2017
4.	Observing and analyzing data	April – Mei 2017
5.	Arranging the report	April – Mei 2017

2. Place of the Research

This study was conducted in SMA N 2 Klaten. The school has located at Jl. Angsana, Trunuh, Klaten, and Central Java. For the description, SMA N 2 Klaten is one of the schools in Klaten which has a good reputation. This school is the first school in Central Java which applied SWALIBA system (School who have a conception of environmental and mitigation in a natural disaster). There are many extracurricular activities; one of them is English Study Club with often incurred foreign speaker to practice with the students. 2013 curriculum is used for teaching learning process at SMA N 2 Klaten.

C. Subject of the Research

Subject of this research is Mr. S as English teacher in ten and twelve grade, Mrs. N as English teacher in eleven and twelve grade, and Mrs. T as English teacher in ten and eleven grade at SMA N 2 Klaten. SMA N 2 Klaten has 30 classes, consist of 10 and classes for ten grade, 10 classes for eleven grade, and 10 classes for twelve grades. For the ten grades, the researcher gets class X MIPA 2 and X IPS2. For eleven grade, the researcher gets class XI IPS2 and XI MIPA3. For twelve grades, the researcher gets class XII IPS 1 and XII MIPA 3. The average size of each class varied from 35-40 students.

D. Object of the Research

The object of the study in this research focuses on the implementation of Inquiry-based Learning of teaching of English at SMA N 2 Klaten 2016/2017 academic year. The components of implementation Inquiry-based Learning are teacher's roles, student's roles, classroom procedure, and classroom techniques.

E. Data and Data Source

1. Data

The data of the study was the utterance from the interaction between student and teacher in English classroom during teaching and learning process. Data is important things to make a research valid, in this research there are 3 data that consist of event, information and interview or observation. The data source used to determine information about the implementation of Inquiry-based Learning at SMAN 2 Klaten. The researcher takes filed notes from observation.

2. Data Source

The data source was taken from the event, informant, and document of the teacher and students at SMA N 2 Klaten, especially English teacher.

a. Event

The event of the study focused on the activities that happen in classroom during the teaching learning process. Real activities of English

teaching learning process especially in the implementation of Inquiry-based Learning at SMA N 2 Klaten are called the event. In the class X MIPA 2 contains of 35 students and X IPS 2 contains of 37 students. While, in the class XI IPS2 contains of 36 students and XI MIPA3 contains of 35 students. In addition, in the class XII IPS 1 contains of 38 students and XII MIPA 3 contains of 36 students. Mr. S as the teacher for XMIPA 3 and XIPS2. Mrs. N as the teacher for, XI IPS2 and XI MIPA3. Then, Mrs. T as the teacher for XII IPS 1 and XII MIPA 3. The researcher observes the implementation of Inquiry-based Learning of teaching of English at SMA N 2 Klaten.

b. Informant

The people who can give information are called informant. In this study, the informants are the English teachers and students at SMA N 2 Klaten, especially the students of X MIPA 2, XIPS2, XI IPS2, XI MIPA3, XII IPS 1, and XII MIPA 3.

c. Document

The document in the current study includes file notes, video English teaching learning process and recording English teaching learning process. Document is written information to answer the question about the implementation of Inquiry-based Learning.

F. Method of Collecting Data

To collect the data, the researcher used observation, recording, and interview.

1. Observation

This research used observation techniques in collecting the data. The main technique for collecting data in this study is observation. According to Kartono (1999:157), observation is the study of the real phenomena of research object by observing and writing. This study used direct observation to collecting data by observing the participant of research. The researcher comes into classroom directly and observing teaching learning activities, as the passive observer she doesn't interact with students as well

as the teacher. The researcher was sitting in the last bench without manipulating the teaching and learning process. This is the schedule for studying activity.

No	Date	Day	Time	Place	Informant
1.	February 15 th , 2017	Wednesday	08.10- 09.20	X MIPA 2	Mr. S
2.	February 20 th , 2017	Monday	07.00- 08.10	X IPS 2	Mr. S
3.	February 27 th , 2017	Monday	09.35- 10.45	XI IPS 2	Mrs. N
4.	March 6 th , 2017	Monday	07.00- 08.10	XII IPS 1	Mrs. T
5.	March 28 th , 2017	Tuesday	08.10- 09.20	XII MIPA3	Mrs. T
6.	April 3 rd , 2017	Monday	08.10- 09.20	XI MIPA3	Mr. N

2. Interview

The interview was used to support the data from observation, because of that the interview question should be related to the point that observed in the classroom observation. According to Kartono (1990:187) interview is face to face situation which attempt to collect information by asking some information orally and to be answer orally.

The writer asks do the teacher about their thinking related to the Implementation Inquiry-based Learning and how to apply in teaching learning process. This interview holds after the classroom has finished. The researcher used tape recorder to record the data from interviews. The research also used note-taking during interview process. The writers attempt the interview with English teacher and some students to get information concerning the implementation of Inquiry-based Learning at SMA N 2 Klaten.

No	Date	Day	Informant
1.	February 13 rd , 2017	Monday	Mr. S
2.	February 15 th , 2017	Wednesday	Mrs. T
3.	February 16 th , 2017	Thursday	Mrs. N

No	Date	Day	Informant
1.	February 13 rd , 2017	Monday	X MIPA 2
2.	February 14 th , 2017	Tuesday	X IPS 2
3.	February 15 th , 2017	Wednesday	XI IPS 2
4.	February 16 th , 2017	Thursday	XII MIPA 3

3. Document

In getting the valid data as a whole, besides writing the field notes, the researcher also had recorded by using audio-visual recorded all the event in the classroom. The writer recorded teaching learning process from opening until closing activities.

The recording equipment used in this research was videotaped recorder and audiotaped recorder. Primary data of the research was the records of classroom interaction. By observing and recording, this study has a richer understanding of methods teaching learning process, interaction between teacher and students and teacher talk itself. The researcher observed all of class in SMA N 2 Klaten. The observation in teaching and learning process was focus on teacher's method in Inquiry-based Learning class. This observation conducted to find out the implementation of Inquiry-based Learning.

G. Technique for Analyzing Data

According to Sutopo (1996: 88) to analyze data, there are some steps they are: data reduction, data discussion, conclusion, and verification.

1. Data Reduction

In data reduction, the researcher did selecting, simplifying, abstracting, focusing, and transforming. In order to make the researcher easy in analyze data reduction process. The researcher takes notes, documents, and transcripts. It is related to the implementation of Inquiry-based Learning of teaching of English at SMA N 2 Klaten.

2. Data Discussion

In data discussion, the researcher displays the data. Data display is aimed to organize information and description in order to make a conclusion.

3. Conclusion and Verification

Explaining the meaning of the data in fact configuration is called verification. The researcher draws the conclusion of the observation to know how the implementation of Inquiry-based Learning of teaching of English at SMA N 2 Klaten.

H. Trustworthiness of the Data

Data credibility is the method of establish the credibility of study and the intrepetation of the study to get the best result from the data. In this study, the researcher uses Triangulation method to show the credibility of the study. According to Moleong (2001: 178) triangulation is the technique of examining the validity of the data using the others aspects of research from the data.

In this study, the researcher uses technique of data triangulation, method of triangulation, and review informant to examine the credibility of data.

1. Data triangualtion, to colect the data in this study the researcher used some sources. Some of the data such as document (field note from the observation, textbook, and interview). Events (teaching learning process of English reading), and informants (teacher and students)
2. Method triangulation, to get the same data the researcher used the dissimilar method. The method of collecting data used by researcher like observation,

interview, and document. The researcher look completed the result of data by conducting the direct observation.

3. Review informant, as the verification of the data credibility review informant is needed in this research. When the researcher has got enough data but it is possible there are some mistakes data, so it is good to re-communicate the data credibility gotten form the informant.