

CHAPTER 3

METHOD OF THE STUDY

3. 1. Research Approach

In this study, the writer used qualitative approach in which the writer directly looked at the real situation in the field. Denzin & Lincoln (2005) stated that qualitative research is a situated activity that locates the observer in the world. What the writer means about the real situation is the formal situation when the process of learning and teaching occurred. To collect the data about teaching techniques used in teaching English as part of K-13 in SMPN 2 Waru Sidoarjo, the writer did observation, video recording, and interview. By using these techniques, the writer could know the real condition of English teaching in the classroom. As stated before that teaching techniques are the implementation of teaching method used by the teacher in the classroom, so, by using the qualitative approach the writer could identify the teaching techniques used by the English teacher in the classroom. Therefore, qualitative approach is appropriate for this research.

3. 2. Participants

This study took place in SMPN 2 Waru Sidoarjo which is located on Jl. Lawu, Kepuh Permai Complex, Waru, Sidoarjo. The writer chose this school because this school has implemented curriculum 2013 toward 7th and 8th grade students for three semesters. Specifically, the writer observed the English teacher of class 7A in three meetings. The second and the third meeting were the

continuation of the first meeting. Based on this reason, the writer could know the teaching techniques used in teaching English as part of K-13 and the differences between curriculum 2013 and the previous curriculum (KTSP). In addition, the writer chose the seventh grade students of SMPN 2 Waru Sidoarjo because the material taught in the seventh grade students is very basic such as greeting, names of the days, months, and the names of the things around us. Therefore, the writer wanted to know the teaching techniques used by the teacher to teach this basic material. The writer also interviewed the English teacher that has been observed by the writer in this school.

3. 3. Techniques of Data Collection

The writer obtained the data by doing the observation from 8 May to 19 May 2015. To collect the data, first, the writer did observation about three meetings in only one class, class 7A. This observation was conducted by video recording the process of teaching in the classroom with the agreement of the English teacher. The writer observed the process of teaching and paid attention to the teaching techniques used by the teacher.

The writer also interviewed the English teacher of class 7A. The purpose of this interview is to know the differences between teaching techniques used in K-13 and KTSP because the teacher has been experienced in teaching English using both curricula. According to Labovitz and Hagedorn (1971, p.74), an interview is a set of items or questions (structured or unstructured) that are asked and filled in by an interviewer in a face-to-face situation with the respondent. During the interview, the writer recorded the conversation between the writer and

the English teacher. The first step of the interview was preparing the list of the questions. Then, during the interview, the writer asked the teacher about the teaching techniques that he uses in KTSP. Then, the writer asked the teacher about the teaching techniques that he uses in K-13. Also, the writer asked the teacher about the differences between the teaching techniques used in K-13 and KTSP.

3. 4. Techniques of Data Analysis

To analyze the collected data from the observation, the video recording, and the interview, the writer used a descriptive analysis method which means that after analyzing the collected data qualitatively, the result was analyzed descriptively. The reason for using this method is because this method is suitable with the purpose of this study which is to describe the teaching techniques used in teaching English as part of K-13 in SMPN 2 Waru Sidoarjo and the differences between teaching techniques used in K-13 and the previous curriculum. Therefore, all collected data were interpreted and analyzed descriptively in order to answer the questions stated in Chapter 1.

The first step was describing the classroom situation during the process of learning and teaching, so the writer could know the activities during the process of learning and teaching. The second step was identifying the teaching techniques used by the English teacher in the classroom. The identification was done on the basis of Larsen-Freeman theory about teaching techniques. The third step was categorizing the method based on the teaching techniques used by the teacher in teaching English. After classifying the method the writer could know the approach as well. The fourth step was identifying the teacher's answers from the interview

to know the differences between English teaching techniques used in curriculum 2013 and KTSP. The fifth step was interpreting the findings from the analyzed data.