

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This study used descriptive and qualitative research design because this study was conducted to describe the implementation of CTL method in teaching writing. This chapter presents the method used in this study. This chapter covers research design, research context, research subjects, research subjects, research tools, data collection techniques, data analysis, data validity and reliability. Research materials and procedures. Each of them is presented in the following discussion. The research method used in this study was qualitative research. This method was used to discover the phenomenon as seen from participants point of view (Creswell, 1994). In line with that definition, this study was conducted to explore how the use of CTL approach can encourage recount writing activity from second semester students of IKIP PGRI Pontianak point of view. In addition, this research was employed to describe specific phenomena on the use of CTL approach to improve students writing ability.

Qualitative approaches are incredibly diverse, complex and nuanced (Holloway & Todres, 2003), and thematic analysis should be seen as a foundational method for qualitative analysis. It is the first qualitative method of analysis that researchers should learn, as it provides core skills that will be useful for conducting many other forms of qualitative analysis. Qualitative approaches are incredibly diverse, complex and nuanced (Holloway & Todres, 2003), and thematic analysis should be seen as a foundational method for qualitative analysis.

B. Participants

The participants of this study are the second semester of IKIP PGRI Pontianak. The participants 20 from A afternoon. The reason i chose this class, because this class uses the Contextual Teaching and Learning method.

C. Research Variable

In science, researchers assess the effects that the independent variables have on the dependent variable. However, other variables can also affect the outcome. If the scientists do not control these other variables, they can distort the primary results of interest. In other words, left uncontrolled, those other factors become confounders that can bias the findings. Consequently, researchers control the values of these other variables. When researchers use control variables, they should identify them, record their values, and include the details in their write-up. This process helps other researchers understand and replicate the results. Students opinion on Analysis of the Contextual Teaching and Learning (CTL) Approach to Teaching Writing.

D. Research Instrument

The Instrument is questionnaire . Questionnaire focused on the guidelines that is prepare to determine An Analysis of The Contextual Teaching and Learning (CTL) Approach to Teaching Writing.

E. Technique and Tool of Data Collection

1. Questionnaire

Questioning in the learning process is seen as a teacher's activity to encourage, guide, and evaluate students' thinking ability.

F. Data Collection Procedures

1. Questionnaire

A questionnaire is used by the researcher to collect the data. To collect information from the student, the researcher conducts an direct survey.

G. Data Analysis and Technique

1. Data Collection

Is the process of collecting, measuring, and analyzing various types of information using standardized techniques. The main purpose of data collection is to collect as much reliable information and data as possible, which is then analyzed to make a crucial.

$$p = \frac{\text{Total score}}{y} \times 100\%$$

Where:

P= Percentage

Y= Maximum of like score

The formulate is adopted from Sugiyono (2008: 137)

2. Data Display

To transcribe the questionnaire, the researcher use the questionnaire.

3. The Conclusion Drawing/Verification

Conclusion drawing verification is an attempt to find meaning, the meaning of the explanation that is done on the data that has been analyzed by looking for important things. This conclusion is compiled in the form of a short and easy statement with reference to the research objectives.