

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, research setting and subject, data of the study, research instruments, data collection technique, and data analysis technique.

3.1. Research Design

Research design is used in research in order to know how to precede the data. It means that it is a plan for collecting and analyzing the data in order to answer the research questions⁵¹.

This study used descriptive qualitative research design. Descriptive qualitative is to gain an understanding of some groups or some phenomena in its natural setting. It include of descriptive qualitative because the data gathered from the understanding and meaning through verbal narrative and observations rather than through numbers⁵². This design is used to obtain the information about existing/factual condition without giving any special treatments to the subject of the study.⁵³

⁵¹. Robert C Bogdan and Sari Knopp Biklen. *Qualitative Research for Education* (Boston. Syracuse University1992) page. 58

⁵². Donal Ary. *Introduction to Research in Education* (USA: Wadsworth Group a Division of Thompson Learning Inc,2002).page. 426

⁵³. Arief Furchan. *Pengantar Penelitian Dalam Pendidikan*. (Yogyakarta: Pustaka Pelajar Offset, 2007) p.447

According to the characteristics, descriptive design should follow some steps. They are⁵⁴:

1. State the problems. The researcher in the first chapter has already done stating some questions as the research problem.
2. Determining what kinds of information needed.
3. Setting the data collection techniques.
4. Establishing the data analyzing technique.
5. Taking conclusion of the research.

The description based on the observation, teacher interview, documentation, and questionnaire on the subject. By doing this, the writer found out what kinds of strategies used to improve the student's reading skill, describe how the teacher applies the strategies to improve the student's reading skill, and how the students' responses to teaching reading used by their teacher are.

The writer is not getting involved in teaching learning process but he must keep his existence not influencing the natural attitude or behavior of the subject. He observes all the activities in the classroom and monitoring the observation as evidence.

⁵⁴. Direktorat Tenaga Kependidikan, Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan. *Pendekatan, Jenis Dan Metode Penelitian* (Jakarta: Departemen Kependidikan Nasional. 2008) p. 41.

3.2. Research Setting and Subject

The setting of this study will be conducted at SMP Negeri 2 Buduran Sidoarjo. In this study, the writer used research subject, a subject is defined as an individual who participated in research study or someone from whom data are collected. The subjects of the study of this research are the English teacher and the students of SMP Negeri 2 Buduran Sidoarjo that consist of six classes. In addition, each class is about thirty-nine students of the year 2011/2012 academic year.

3.3. The Data of the Study

The data of the research are the information obtained the observation checklist whose indicator comprised the strategies used and the teaching learning process. The data from the observation is needed to find out what kinds of strategies used in the classroom and how the application of strategies used by the teacher in English teaching learning process to the eight grade of SMP Negeri 2 Buduran Sidoarjo. The result of questionnaire (to supports the data obtained through the other instruments) whose indicator consisted of the students opinion about the reading of English, the use of strategies to teach reading, the teacher' role in the application of strategies to improve the students' reading skill and the general evaluation.

In addition, to complete the data and avoid misinterpretation while analyzing them, the writer also conducted teacher interview and teacher

documentation. The data will be obtained in the form of field notes and presented descriptively in the form of paragraph.

3.4. Research Instrument

Research instrument is a means to collect the data. The writer can also calls as an instrument. It means that he had a big role in doing the research. In other words, the success of the research greatly depended on his role.

In this research, the writer used four instruments in collecting the data. The instruments were interview, documentation, observation, and questionnaire.

To get the data as stated above, the writer had arranged the instruments properly. The research instruments had been designed by considering the characteristics of research variables⁵⁵. Therefore, the writer used the instruments below:

1. Interview

Interview is one of way to obtain the data. Interview is used to gather data on subjects' opinions, beliefs and feelings about the situation in their own words. The interview can be divided into two things namely, structure and unstructured or semi structure interview.

Structure interview is used for specific purpose of getting certain information from the subjects. And, the questions which are asked by

⁵⁵. Ine Amirman Yousda and Zainal Arifin. *Peneitian dan Statistika Pendidikan* (Jakarta: Bumi Aksara, 1993) p. 45.

observer to the respondents often in the same of set question. One characteristic of structure interview is close-ended because this interview includes formal interview. Meanwhile, unstructured or semi structure is the questions which become asked to the respondents include informal interview, where the questions allow freedom of response from the subject.⁵⁶ Therefore, the interview is not planned a head of time; the researcher asks questions as the opportunity arises and then listens closely toward subject's response to obtain some information in collecting the data.

In the interview, the researcher as the interviewer has had a dialogue with the informant (teacher).⁵⁷ Arikunto differentiates interview according to its implementation into three: unguided interview, guided interview, free guided interview.⁵⁸

The writer will do the interview to the teacher that uses many strategies or methods in the teaching reading skill. The interview is about the strategies or methods that the teacher uses in teaching reading. The writer also will ask about the teacher lesson plan, the teacher teaching system, and the media that the teacher used in the teaching-learning process.

2. Documentation

This instrument is used to collect data from the source of non-human; it means that the writer will collect the data from the written data and records

⁵⁶. Donal Ary. *Introduction to Research in Education*, page.434

⁵⁷. Ibid, p. 155.

⁵⁸. Ibid, p. 156

which are available in the location or to a person whom the researcher intends to see. The writer may ask the teacher about lesson plan he uses in teaching listening, references to support his teaching during the class, perhaps the notes of the teacher if he allows the writer to know teacher preparation in applying his strategies of teaching reading in the class.

3. Observation

Observation attempted to get a comprehensive picture of a situation and the product of those observations was noted or narrative. The purpose of direct observation was to determine a particular behavior that is present. The observation is usually, which is done namely identifying of either behavior of interest and devising a systematic procedure for identifying categorizing and recording the behavior in a natural or a contrived situation.⁵⁹

The observation research is divided into three types. There are non-participant observation, participant observation, and ethnography. The first is non-participant observation; the observer does not direct interact with the object of observation. In other words, the observer is not involved in the situation that to be observed. The second is participant observation, the observer follows a participant in the situation that to be observed. The last is ethnography; it involves data collection of data on many variables over an extended period, in a naturalistic setting.⁶⁰

⁵⁹. Donal Ary. *Introduction to Research in Education*, page.233

⁶⁰. L.R. Gay. *Educational Research (third edition)*,(New York: Merrill Publishing,1990) page. 206

In this research, the writer use non-participant because the writer observed without participating or taking any active part in the situation. In this case, the writer just sit down on the back row of the classroom, pay attention more detail about all activities that happen in the classroom, and write down some notes in order to get the data, which focused on teacher's strategy to improve the students' reading skill. The indicators being measured in the checklist were:

- a) The kinds of strategies used by the teacher.
- b) Teacher's activities during the teaching process to apply their strategies.
- c) The teaching learning process.

4. Questionnaire

The questionnaire is meant to find out the students responses toward the suggest technique. This technique was used to support the data from the other instruments, the writer sets a close question type, it means that he give the students some questions followed by some possible answers. They are asked to choose an appropriate answer from the options provided about the use of picture to improve speaking according to their opinion.

The indicators measured and elaborated in questionnaire were:

- a. The students' opinion about the reading in English.
- b. The students' opinion on the use of strategies to teach reading.
- c. The teacher' role in the application of strategies to improve the students' reading skill.

d. The general evaluation.

3.5. Data Collection Technique

The writer read about the definition of teaching reading's methods or strategies that were written in the text book. Then the writer does observation of the application of the methods or strategies used by the teacher in the classroom. The writer observed the teaching-learning techniques that happened in the classroom.

The writer interviewed the teachers that use the methods or strategies, and asks about the teaching system and other data related to the application of the all methods or strategies. And also, the writer asked the teacher documentation.

In addition, the writer gave questionnaire to the student about their response of reading methods or strategies used by their teacher.

3.6. Data Analysis Technique

Data analysis is a process of gathering, modeling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decisions making⁶¹. The writer used descriptive in the data analysis technique. In this research, the writer interviewed the teacher, observed to the teacher and the students in the teaching-learning process. Then the writer described the interview result, the observation result and the influence of the all

61. Moeleong, Lexy J, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2001)

methods or strategies used by the teacher in teaching reading through the students' reading responses.

First, the data obtained through the interview and documentation that was analyzed by using descriptive analysis. Then, the researcher interviewed the English teacher as the informant and also documented the result in notes. The researcher used the interview guidelines to prepare the data which was analyzed to get the data about the use of strategies in teaching reading and also the ways to apply the strategies in teaching reading to improve students' reading skill. After that, the data result was analyzed descriptively to know the answer of the first and second question of the statement problems. The researcher interviewed the English teacher after every classroom observation meeting.

Second, the data obtained through observation was analyzed by using descriptive analysis. To prepare the data, the researcher used observation checklist. The observation checklist form was marked based on the situation of teaching learning process in the classroom. Then, it was documented in the checklist form and arranged based on the list criteria of material, technical and also teacher and students activities in the classroom. The writer described the implementation of reading strategies or methods used by the teacher based on the indicators that supported in implementation of the use reading strategies or methods in reading teaching.

The last data was obtained through the result of the questionnaire guidelines. The questionnaire is given to the students. For the result of questionnaire given to the students was analyzed by percentage technique:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Number of frequency of respondent answer

N= Number of respondent

It was used to answer the third research statement problem.