CHAPTER III

RESEARCH METHOD

A. Introduction

1. Setting of Research

The subject of this study is reading materials in the *BSE-Scaffolding* which consist of functional and functional text for grade 8th of SMPN 33 Surabaya. There are seven classes for grade 8th consist of five regular classes and two bilingual classes with 34 students each class.

Therefore, the researcher uses random classes as the technique to determine the sample. The researcher will take at least two classes as the sample. They are class VIII A as a regular class and class VIII B as bilingual class. The reason of the writer takes these classes to get valid result of doing this research which is related to the understanding of students for all materials in the Grade 8th that they have mastered. The result of learning process will be found out to determine the textbook that suitable between bilingual classes and regular classes.

a. Focus Research

Sugiyono states that qualitative research will not only establish research based on the variable of the study, but the overall social situation under study that covers aspect of the place, actors, and the activities that interact synergistically[1]. Based on Sugiyono's statement, the researcher will take the impose limit for the research on some variables that appear in the study. The

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[1] Sugiyono, *"Metode Penelitian Kuantitatif Kualitatif dan R&D*(Bandung, Penerbit Alfabeta, 2008). p. 207

impose limit in the qualitative research is called *focus*[2].

To conduct qualitative research deeply, the researcher will determine "focuses". The *focuses* are based on the level information novelty which is obtained from social situation[3].

Usually the information novelty can be related on an effort to understand widely and deeply about social situation, but there is a wish to create a hypothesis or new knowledge from the situation that the researcher takes the data.

Quantitative research also known as the method which is based on the philosophy of positivism and it is categorized as science research because it has fulfilled the scientific rules of empirical, objective, measurable, rational and systematic[4].

The purpose of quantitative research is to develop and use mathematic models, theories, and hypotheses associated with natural phenomena.

Quantitative research used widely to test a theory, present a fact or describe statistics, show the relationship between variables, develop a concept, develop an understanding or describe many things.

In this research, the researcher will focus on three points. First, the relevance of reading materials are described in the basic competence of *KTSP* to reading materials in Scaffolding English text book which is used at SMPN 33 Surabaya in bilingual classes and regular.

Second, the English teacher at SMPN 33 Surabaya as a validator gives

[2] Sugiyono, *"Metode Penelitian Kuantitatif Kualitatif dan R&D*(Bandung, Penerbit Alfabeta, 2008). p. 207
[3] Id. at 209
[4] Id. at 7

assessment to reading materials in *BSE-Scaffolding*. She uses appropriate assessment indicator to give the assessment.

Third, the research will focus on improving students' reading skill and understanding texts based on what they will get from teacher's explanation in the class and their text book.

2. **Research Paradigm.**

A research is begun with topic and paradigm. In this study, paradigm helps to formulate what should be learned about the relevance of the reading materials in *BSE-Scaffolding* to reading materials explained on *KTSP* and the result in improving students' reading skill. Regarding to the paradigm, qualitative and quantitative research are used to know the correlation between the variables.

3. **Type of Research**

In this research the researcher will use the combination of quantitative and qualitative method.

Qualitative is chosen to measure the relevance of the reading materials in *BSE-Scaffolding*. Standard Competence and basic competence are used as the scale.

Quantitative is chosen to account the increasing students' reading value in each examination in each functional text.

4. **Research Design**

Design of this study uses a descriptive research. It will describe the relevance reading materials in the *BSE-Scaffolding* to reading materials in the standard competence and basic competence on *KTSP*. The process of doing the research is dealing with documentation, analyzing the collected data and explaining the correlation between reading materials in *BSE-Scaffolding* with reading materials based on standard competence and basic competence on *KTSP*. The result of it has the main purpose to improve students' reading skill in the class.

5. **Data and Source of Data**

In this research, the researcher will use the documentation data, such as:

a. Standard competence and basic competence of reading materials based on *KTSP*

b. Reading materials from the *BSE-Scaffolding*

c. The students' value of reading test from the first and second semester for class VIII A and VIII G.

d. Interview results from the English teacher at SMPN 33 Surabaya.

Based on this research, the researcher used qualitative and quantitative data. Qualitative data are collected through interview with the English teachers about their way to use the *BSE-Scaffolding*. Quantitative data are collected through the students' value from the English teacher.

6. **Data Collection Techniques**

Data collection technique is the way to collect the data. Moh. Nazir stated in his book:

"pengumpulan data adalah prosedur yang sistematis dan standar untuk memperoleh data yang diperlukan"[5].

In this study, the researcher used data collection technique from data documentation and interview.

a.   Data documentation

The data documentation is used by the researcher as an instrument to collect the data needed. These documentations will give the information to answer the research problem. The researcher gets the data from the English teacher. The documents are:

i.   Students' reading value of the first semester.

ii.   Students' reading value of the second semester.

iii.   Interview to the English teacher

iv.   Data validation from the English teacher for the Scaffolding English text book.

b.   Interview

Interview is a dialogue between the researcher and the English teacher at SMPN 33 Surabaya. There are three kind of interview model[6], such as:

i.   Guide interview

ii.   Unguided interview

iii.   Guided-unguided interview

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[5] Moh. Nazir, *"Metode Penelitian"(Jakarta, Penerbit Ghalia Indonesia, 2011) p.176*
[6] Suharsimi arikunto, *Prosedur Penelitian* (Jakarta, Penerbit: Rineka Cipta, 2006),p.156

In this research, the researcher will use guided interview because he prepares the structure questions to obtain more detail information related to the research problem. The researcher will interview the English teacher about their way and teaching methods in using the *BSE-Scaffolding* and give the assessment.

7. **Data Analysis Technique**

To analyze the data, the researcher will display reading materials in basic competence and in the book of *BSE-Scaffolding* as below:

Table 3.1

Assessment Indicator

Reading Mateials Based on Standard competence	Reading Materials Based on Basic Competence	Reading Material Based on *BSE-Scaffolding*	Level of Validity				
			1	2	3	4	5
The First Semester Understand the meaning of written text and functional text of descriptive and recount text with regard to the surrounding environment.	**The First Semester** To respond the meaning contained simple short monolog accurately, fluently, and thankful to interact with surrounding environment in the form of descriptive and recount text	Unit 1 Functional text: **Descriptive Text**					
		Unit 2 Functional text: **Descriptive Text**					
		Unit 3 Functional text: **Descriptive Text**					
		Unit 4 Functional text: **Recount Text**					

		Unit 5 Functional text: **Recount Text**					
The Second Semester Understand the meaning of written text and functional text of narrative and recount text with regard to the surrounding environment	**The Second Semester** To respond the meaning contained simple short monolog accurately, fluently, and thankful to interact with surrounding environment in the form of narrative and recount text	Unit 6 Functional Text: **Recount Text**					
		Unit 7 Functional Text: **Narrative Text**					
		Unit 8 Functional Text: **Narrative Text**					
		Unit 9 Functional **Text: Narrative Text**					

To measure the level of validity for all functional text materials in the scaffolding English text book, the researcher uses the assessment that will be used by the English teacher. The assessment will measure the extent to the relevance of the material presented. The measurement will be done in every unit in the Scaffolding English text book.

Reading materials based on standard competence and basic competence will be a measurement to measure whether the materials contained on BSE-Scaffolding has been appropriate or not.

In the basic competence, it is explained clearly about reading materials should be mastered by the students. If the explanation of reading materials in BSE-Scaffolding appropriate with reading materials stated in the basic competence, it can be concluded that the reading materials are relevance to *KTSP*.

a. Descriptive Text Assessment

The assessment will measure suitability of descriptive text material which is presented in the Scaffolding English text book with the correct structure of descriptive text[7].

Table 3.2

Descriptive Text Assessment

No.	Assessment Subject	Tick Yes or No	
1	Understand the descriptive texts are factual texts that classify and describe the way things are.	Yes ☐	No ☐
2	Select appropriate text type based on purpose.	Yes ☐	No ☐
3	Use structure appropriate to subject, topic, and audience.	Yes ☐	No ☐
4	Tell reader about the subject with facts grouped through paragraphing and/or under headings.	Yes ☐	No ☐
5	Begin descriptive with an opening general statement about the subject.	Yes ☐	No ☐
6	Continue to describe the subject with facts or opinions supported by facts.	Yes ☐	No ☐
7	Classified information under headings.	Yes ☐	No ☐
8	Conclude with a summary statement.	Yes ☐	No ☐
Linguistic character of Descriptive Text.			
9	The descriptive text uses Present Tense	Yes ☐	No ☐
10	The descriptive text uses various	Yes ☐	No ☐

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[7] Tony Stead, "*Rubrics For Assessing Descriptive*"(*www.literacyspecialist.com*, 2002, accessed on June, 29 2013)

	adjectives that have functions for describing, numbering and classifying, for example: *two strong legs, sharp white fangs, etc*	
11	The descriptive text uses relating verbs to give information about subject, for example: *my mum is really cool, it has very thick fur, etc*.	Yes ☐ No ☐
12	The descriptive text uses thinking verb (e.g. believe, think, etc.) and feeling verb (e.g. feel, etc.) to reveal the researcher's personal views about the subject. For example: *the police believes the suspect is armed, I think it is a clever animal, etc.*	Yes ☐ No ☐
13	The descriptive text uses adverbs to give information about adjective. For example: *it is extremely high, it runs definitely past, etc.*	Yes ☐ No ☐

b. Recount Text

The assessment will measure suitability of descriptive text material which is presented in the Scaffolding English text book with the correct structure of recount text[8].

Table 3.3

Recount Text Assessment

No.	Assessment Subject	Tick Yes or No
Uses recounts appropriately.		
1	Understand the purpose of recounts.	Yes ☐ No ☐
2	Identify the structure of recounts.	Yes ☐ No ☐
Writes well-structured recounts.		
3	Include an orientation that introduces who, what, when, and where.	Yes ☐ No ☐

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[8] Literacy Secretariat of Department for Education and Child Development of Government of South Australia,*"Engaging and Exploring Recount Writing"* (http://www.decd.sa.gov.au/literacy/files/links/link_157536.pdf, accessed on June, 29 2013)

4	Include logically sequences events.	Yes ☐	No ☐
5	Use cohesive paragraphs to describe each event in the series.	Yes ☐	No ☐
6	Include a reorientation to sum up and conclude recount.	Yes ☐	No ☐
7	Identify and uses appropriate visual text.	Yes ☐	No ☐
Uses appropriate language features of recount.			
8	Use proper nouns, common nouns and pronouns appropriately.	Yes ☐	No ☐
9	Use adjectives and groups of words to describe nouns.	Yes ☐	No ☐
10	Use words that link events and indicate passing of time.	Yes ☐	No ☐
11	Use conjunction to create more complex sentences.	Yes ☐	No ☐
12	Include reported and quoted speech.	Yes ☐	No ☐
13	Use past tense.	Yes ☐	No ☐
14	Write in either first or third person	Yes ☐	No ☐
Linguistic character of recount Text.[9]			
15	The recount text uses past tense.	Yes ☐	No ☐
16	Frequents use is made of words which link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as, etc.	Yes ☐	No ☐
17	Recounts describe events, so plenty of use is made of verbs (action words), and of adverbs (which describe or add more detail to verbs).	Yes ☐	No ☐
18	Details are often chosen to add interest or humor to the recount.	Yes ☐	No ☐
19	Use of personal pronouns.	Yes ☐	No ☐
20	The passive voice often used.	Yes ☐	No ☐
21	The recount has a title, which usually	Yes ☐	No ☐

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[9] English Online, *"Recount"(*http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Recounts, accessed on June, 29 2013)

		summaries the text.		
22	It uses specific participants.	Yes ☐	No ☐
23	Details are selected to help the reader reconstruct the activity or incident (factual recount).	Yes ☐	No ☐
24	The ending may describe the outcome of the activity.	Yes ☐	No ☐
25	Details of time, place, and incident need to be clearly stated.	Yes ☐	No ☐
26	Descriptive details may also be required to provide information. Example: he was a skinny boy with a blue shirt, red sneakers and long tied back hair (factual recount).	Yes ☐	No ☐

a. Narrative

The assessment will measure suitability of descriptive text material which is presented in the Scaffolding English text book with the correct structure of narrative text[10].

Table 3.4

Narrative Assessment

No.	Assessment Subject	Tick Yes or No	
Selects and uses appropriate narratives for specific purpose.			
1	Explain the difference between factual and fictional texts.	Yes ☐	No ☐
2	Know the purpose of different types of fiction.	Yes ☐	No ☐
3	Indentify the audience the writing	Yes ☐	No ☐

[10] Ministerial Council for Education of Australia, "*Narrative Marking Guide*" (http://www.education.nt.gov.au/__data/assets/pdf_file/0019/20944/NarrativeWritingMarkingGuide.pdf, accessed on June, 30 2013)

4	Explain the relationship between context, audience, and text.	Yes ☐	No ☐
5	Know that narrative can be written from different perspective.	Yes ☐	No ☐
Writes well-structured narratives			
6	Include an orientation	Yes ☐	No ☐
7	Include a complication and series of events.	Yes ☐	No ☐
8	Include a resolution.	Yes ☐	No ☐
9	Include an appropriate reorientation	Yes ☐	No ☐
10	Write logically sequenced, cohesive narrative.	Yes ☐	No ☐
11	Identify and uses appropriate visual text.	Yes ☐	No ☐
Use appropriate language features of fiction in narrative form.			
12	Write clearly using correct sentences structures.	Yes ☐	No ☐
13	Use descriptive writing to establish plausible characterization.	Yes ☐	No ☐
14	Use descriptive writing to establish setting and mood.	Yes ☐	No ☐
15	Use appropriate grammatical features.	Yes ☐	No ☐
16	Use direct speech appropriately.	Yes ☐	No ☐
17	It has varies sentence beginnings.	Yes ☐	No ☐
18	Maintain appropriate tenses.	Yes ☐	No ☐
Use appropriate strategy to plan and write narratives.			
19	Arrange events in a logical sequence.	Yes ☐	No ☐
20	Expand notes into well structured sentences and/or paragraphs.	Yes ☐	No ☐
21	Proofread and edit text carefully.	Yes ☐	No ☐
22	Use story maps etc. To plan plot development.	Yes ☐	No ☐

The validator should give their assessment to the English Scaffolding based on the assessment sheet above and decide the score. Here are the criteria to give the score.

Percentage of Answer "yes" in each unit.	Interval
95%≤100%	5
85%≤94%	4
80%≤84%	3
75%≤79%	2
70%≤78%	1

Criteria of Validity

Interval Score	Category of Validity
4≤VR≤5	Very high
3≤VR<4	High
2≤VR<3	High enough
1≤VR<2	Low

Note: VR is the average assessment validator to reading materials in *BSE-Scaffolding* based on basic competence.

The device is valid if the interval scores at all average in the category of "high" or "very high"[11]. To determine the reliability of the instrument validation by the validator, it can be counted by the pattern bellow

$$R = \frac{A}{A+D} \text{ x } 100\%$$

Notes:

R = Percentage of Agreement

A = Agreement of the validator

D = Disagreement of the validator

The instrument is reliable if the reliability score is ≥ 75%.

After the measurement above and get the result the researcher will take the second data by collecting the students' reading value from the first and second semester as below:

Table 3.5

Students' Value of Descriptive Text

Descriptive Text

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[11] Sa'diah, *"Pengembangan Model Pembelajaran Matematika Beracuan Konstruktivis untuk siswa SMP"* Disertasi, Universitas Negeri Surabaya Program Pascasarjana Program Studi Pendidikan Matematika.

NO	Students Name	VD 1	VD 2	VD 3
Total Average Score (X)				

Table 3.6

Students' Value of Recount Text

Recount Text				
NO	**Students Name**	**VR 1**	**VR 2**	**VR 3**
Total Average Score (X)				

Table 3.7

Students' Value of Narrative

Narrative Text

NO	Students Name	VN 1	VN 2	VN 3
Total Average Score (X)				

Notes:

VD1 = students' reading value for descriptive examination chapter 1.

VD2 = students' reading value for descriptive examination chapter 2.

VD3 = students' reading value for descriptive examination chapter 3.

VR1 = students' reading value for recount examination chapter 1.

VR2 = students' reading value for recount examination chapter 2.

VR3 = students' reading value for recount examination chapter 3.

VN1 = students' reading value for narrative examination chapter 1.

VN2 = students' reading value for narrative examination chapter 2.

VN3 = students' reading value for narrative examination chapter 3.

AV = average value each student.

The researcher will take the average of the first semester value by the pattern:

$$X = \frac{\sum X}{N}$$

X = Average Score (Mean)

$\sum X$ = Total Students' Score

N   = Total of the Students

Each functional text will be examined in each chapter after the English teacher explains the subjects. The results in each functional text will be compared. If in the first examination to the second and third have any increasing average value, it can be concluded that the students understand the reading materials in functional texts. The reading materials are appropriate for the students because they can understand from the story line to generic structures.

8.   **The Validity of Data**

The validity of data in the qualitative research is valid if there is no difference between what informed by the researcher and what the reality in the field research.

For The validity of data, the researcher will use triangulation method. Triangulation in credibility testing is defined as checking data from different sources, ways and time[12].

The researcher will ask for help Sri Hastuti, the English teacher at SMPN 33 Surabaya to get the data valid. She will give any assessment for the functional texts in *BSE-Scaffolding*.

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[12] Prof. Dr. Sugiyono, *"Metode Penelitian Kuantitatif Kualitatif dan R&D,"*(Bandung, Penerbit Alfabeta, 2008). Page 273