#### **CHAPTER III**

#### **RESEARCH METHOD**

Research Method is a set of knowledge about sistematic and logic steps of searching data related to certained problems to process, to analyze and to summarize and to search fission measure.<sup>48</sup> Research methodology consist of:

A. Approach Research Design

Research design is a strategy to arrange the setting of the research in other to get valid data. To conduct a useful research, a systematic design must be used. It means that an appropriate research design has to be selected.

The research design of this study is Descriptive qualitative designed by CAR (classroom action research).

- B. Variable of Research
- Indepent variable of this study " the implementation of Homegrown Material" in exploring descriptive text in second grade of MTs Unggulan Al-Jadid Waru Sidoarjo.
- Dependent variable of this study is "student reading comprehention" in exploring descriptive text in second grade of MTs Unggulan Al-Jadid Waru Sidoarjo.
- C. Research Present

The subjects of this study are the students of Mts Unggulan Al-Jadid Waru Sidoarjo. The writer chooses class eight because she thinks that they will be active when getting an interesting activity or attractive material. And the writer chooses

<sup>&</sup>lt;sup>48</sup>Bahtiar Wahdi, *Metode Penelitian Ilmu Dakwah* (Jakarta: Logos, 2001), 16.

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homegrown material because she thinks that the material is interesting for students and can get their attention in learning proce.

D. Research Location

The setting of this is in second grade 2016/2017 of MTs Unggulan Al-Jadid Waru Sidoarjo in odd semester on July and august. In second grade of MTs Unggulan Al-Jadid Waru Sidoarjo.

The location of MTs Unggulan Al-Jadid Waru Sidoarjo is on street Jl. Jend. S. Parman V-A No.31 Waru-Sidoarjo. Phone number that can be called is (031) 83369494 and the website is on <u>http://mts-aljadid.blogspot.co.id/</u>

- E. Research Instrument
- 1. Reading task

The tasks are used to find out the students reading before and after the implementation of homegrown material. There are form of worksheet and have three parts of questions, about the part of speech, word parts, and writing sentences.

2. Observation checklist

The observation checklist will be used to find out the teaching learning process during the implementation of teaching reading through homegrown material. The writer uses this observation checklist to answer the statement of problem number

# Observation Checklist

## 1. The Material

Material			Yes	No
А.	A. Materials			
	1.	The material are in accordance the level of the students		
	2.	The materials are in accordance with the curriculum		
	3.	The students are interested in the homegrown		
		materials/ the text		
	4.	The materials are concern with the students' daily live		
	5.	The text increases the students motivation in learning		
		reading		
	6.	The text helps students understand more vocabulary		
	7.	The students find difficult words from the text		
	8.	The text provides students with clues on the meaning		
		of the difficult words		
	9.	The text motivates the students to solve their		
		difficulties		
2.	Те	chnique		
	1.	The teacher's technique makes the students participate		
		actively in the classroom		
	2.	The teacher's technique makes the students easily get		
		bored		
2.	Te 1.	The text motivates the students to solve their difficulties chnique The teacher's technique makes the students participate actively in the classroom The teacher's technique makes the students easily get		

3. The teacher's technique makes the teacher dominate
the class
3. Classroom activity
Teacher's activities
1. Teacher greets the students
2. Teacher motivate students through short games
3. Teacher forms students in groups
4. Teacher gives the topics that will be use in learning
vocabulary at the meeting of the lesson
5. Teacher explain the materials and the method that is
going to be used
6. Teacher asks students to read the text silently
7. Teacher asks students to read the text loudly
8. Teacher gives clues and gestures to explain the new
words
9. Teacher asks students to find out the meaning of new
words by them selves
10. Teacher asks students to identify the words in the text
11. Teacher asks students to make sentences
12. Teacher gives feedback to the students
• Student's activities
1. Students greet the teacher

- 2. Students do a short game in the beginning of lesson
- 3. Students pay attention to the teacher's explanation
- 4. Students read the text silently
- 5. Students read the text loudly
- 6. Students learn how to master new vocabulary
- Students identify the part of speech of the words in the text
- 8. Students make sentences using the words in the text
- 9. Students get bored in the class<sup>49</sup>

#### 3. Questionnaire

Questionnaire will be used to find out the students responses toward learning reading by using homegrown materials.

- F. Data Analysis Technique
- 1. Observation

The writer observes from the start of the teaching learning process until the end of the class, when the material was used as homegrown ingredients in teaching. She observes the materials, the techniques that the teacher used, and the classroom activities through observation checklist. In the classroom activities, she observer how the teacher led the class to study reading through homegrown

<sup>&</sup>lt;sup>49</sup> Syanfatul Was'iyyah, "The Use of Authentic Material to Improve First Years Students Vocabulary at SMPN 2 Surabaya", (IAIN Sunan Ampel Surabaya, 2010). P: 23

material and how well the students master the materials, especially the new words.

#### 2. Reading tasks

Reading tasks used to find information about the students reading mastery the implementation of teaching reading through homegrown materials. At this point, there are three pieces of students' worksheet since the implementation of homegrown materials done in three meeting. In every meeting, students are asked to fill the worksheet. (See appendix II)

#### 3. Questionnaire

The questionnaire used to get information about the students responses toward the implementation of homegrown materials to teach reading. The write uses close-end question in the questionnaire, the students were given some question with two alternative answers (yes/no), which had to be chosen by the students. And the questionnaires were given in the last meeting. (See appendix III)

The indicators elaborated in the questionnaire were:

- 1. the students opinion about learning reading
- 2. the students opinion about the technique
- 3. the students opinion about the topic
- 4. the students opinion about the material
- 5. the students opinion about the reading input

In this research, the study of this research is in qualitative approach, the design is descriptive qualitative, which are the results of a tasks and questionnaire. The results of tasks are analyzed to measure the students teach reading skill. To analyze this, the writer counts the mean score. And the questionnaire distributed to know the students attitude, interest, and opinion about the use of homegrown material to teach reading.

1. To find out mean score, the research uses a formula:

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

 $\sum X =$  Total of the student score

 $\mathbf{M} = \mathbf{M}\mathbf{e}\mathbf{a}\mathbf{n}$ 

N = Total of the student

2. To find out percentages of the students , interest, and opinion researcher uses formula:

$$\frac{\Sigma X}{N} \ge 100\%$$

 $\frac{\sum X}{N}$  = Total of the student response

N = Total of the student

The qualitative data analysis is data analysis that obtained from observing written material. In short, this data consists of whatever happened when observation was done and it does not score.

G. Research Stages



To implementation the Procedure of research, the writer would use the model that illustrated by Kemmis and Mc Taggary as following:<sup>50</sup>

Based on the design above, the process or research in explained below:

### 1. Planning

In this stage, the research analyzes content standard and standard competency that will be taught to the students; prepare the lesson plan, teaching learning media, the material, instrument of the data, and the evaluation sheet.

2. Acting

This stage includes the procedure and the action would be done to implement the plan, and the improvement process that would be done.

3. Observing

<sup>&</sup>lt;sup>50</sup> Kemmis, Stephen and Robin Mc Taggart (eds.), 1988. *The Action Research Planner*. Victoria, Australia: Deakin Uneversity Press.

This stage includes the procedure of data recording about the process and the result of implementation of action done. Observation is way of gathering information about teaching.

4. Reflecting

Reflecting stage tell about analysis procedure with the result of observation and reflection about the process and the effect of improvement acion done, and the criteria of the planning in the next cycle.

a. The criteria of success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, it will be used to see whether the application of the use of teaching reading through homegrown material is success or fail. There are three criteria used in the research to measure the success of the action. They are as follows:

- The teacher has good performance in implementation homegrown materials
- The students are motivated and approximately 75 percent of their participate during the teaching learning process
- More than or equal to 60 percent of the students total score of reading is great than or equal 80<sup>51</sup>

<sup>51</sup> Ibid

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