CHAPTER III

RESEARCH METHOD

This part of study deals with research methodology which was designed as technique to collect and analyze the data.

A. Research Design

This research was typically designed as descriptive qualitative. A qualitative research is intended to explore reality about human behaviors withinnatural setting and context. That is what Hatch states in his book. Then based on Wiersma, qualitative research investigates the complex phenomena experienced by the participants by the examining people' words and action in descriptive ways. Those theories were in line with the purpose of this study.

In this study, the writer could define research variable as "everything which is decided by researcher to be researched for getting the information and finding out the conclusion". The data gained from the observation in the class by checking observation checklist and taking field note to know how the process of using narrative bigbook in teaching reading comprehension and students' responses after the teacher implemented this book were gained using questionnaire. The interview session was done by the writer with the English teacher of MA Maa'arif 8 Ihyaul Ulum Lamongan to confirm the data noted by the writer.

¹Hatch,J.A. *Doing Qualitative Research in Education Setting*. (Albany, New York: SUNY Press, 2002).p.57

² Wiersma. *Research Methods in Education: An Introduction*. (NewYork: lB Lippincott Company, 1989),p.85

³ Sugiyono, Statistika untuk Penelitian (Bandung: Alfabeta, 2010), p. 2.

B. Research Subject

The subject of this study was the tenth grade student of MA Ma'arif 8 Ihyaul Ulum in teaching-learning process of reading comprehension using narrative bigbook. This research was held at MA Ma'arif 8 Ihyaul Ulum, Hasyim Asy'ari Street No. 2, Manyar Village, Sekaran-Lamongan, East Java on 7-8 August 2016, as teacher recommendation. The reason why this school was choosen by the researcher as the research site was because this school has no complete facilities to support teaching-learning process such as projector, speaker, and multimedia room. It made the teacher rises his creativity to teach his students, such as implementing big book.

Twenty five students in Science class and twenty five students in Social class of tenth grade in academic year 2016/2017 were chosen as the subject of this study. These classes consist of 15 females and 10 males in Science class, then 13 females and 12 males in Social class.

C. Data and Source of Data

In this study the researcher gathered the data from various sources. The description of the data and the source of data are explained below:

1. Types of Data

a. Primary Data

The primary data of this study is the data forms of classroom observation in teaching learning process using Narrative big book, and students' responses toward big book implementation at the tenth grade of MA Ma'arif 8 Ihyaul Ulum Manyar Sekaran Lamongan.

b. Secondary Data

The secondary data is the forms of supporting data gotten from some sources, such as document dealing with the procedures of implementing big book and picture as proof of big book implementation. Furthermore, some theories were also taken by the researcher to support the data obtained.

2. Source of Data

a. Teacher and Students

The researcher designed interview for the teacher. The researcher interviewed the teacher to confirm the information gained by the researcher when the teacher implemented narrative big book in teaching reading comprehension in the classroom. The result of interview helpedthe researcher to answer the first research question.

The researcher gave questionnaires to the students in order to get information about students' responses after their teacher implemented this media in their classes. The result of questionnaireshelped the researcher to answer the second research question.

b. Questionnaire

Wilsonand McLean cited in Firda, The researcher chooses student's answer from questionnaire as the main instrument to collect the data because questionnaire was the representative for the research to collect

the data fast.⁴ Additionally questionnaire was written data that could help the research to remain students' answer or response.

In this research, the researcher collected the data by giving questionnaires to the students. This questionnaire was adapted from previous study about student's response by Ervina in Junior High School 7 Muaro Jambi. ⁵ The type of questionnaire here used rating scale questionnaire where the research used likert scale to get information from participant. Likert scale is a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. ⁶

D. Data Collection Technique

In this study, datas were collected by techniques of doing observation, conducting interview and giving questionnaire. First, the researcher involved in classroom observation. Then, the researcher interviewed the English teacher and gave questionnaires to the students after teaching-learning process.

1. Observation

To answer the first question, the researcher involved in classroom observation through doing observation checklist to identify the procedure of teaching reading comprehension using narrative big book at the tenth grade.

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⁴Iflakha, Nur, Firda. Student's Perceptions About Their Reading Attitude Toward Academic Journal Article in Reading Class of Fourth Semester English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013-2014. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University Surabaya.2014.
⁵Ervina, 'Pengembangan Media Big Book Untuk Pembelajaran Narrative Text Bahasa Inggris di SMP', J-TEOIP, 5(2) (2014).

⁶Dane Bertram, Likert Scales

The researcher was accompanied by the co-observer who recorded the observation using video recorder. From this observation, the researcher got much information about teaching and learning process in the classroom. The writer also could understand more about how the teaching and learning process in English lesson especially teaching reading comprehension using Narrative big book. The result of observation session was described by the writer in order to give more information for the readers.

2. Questionnaire

After teaching-learning process, the researcher gave questionnaires to the students to got information about students' responses after their teacher taught reading comprehension using narrative big book. It was for answering the second research question. The questionnaires were given to the students in the first and second meeting to get valid data.

3. Interview

After teaching process and questionnaire session, the researcher interviewed the teacher to confirm what researcher noted in observation. Interview took important role in this research. In this interview technique, the writer applied "semi-structured" interview. Based on J. Amos Hatch, semi-structured interview is researchers come to the interview with guiding questions. They are opened to following the leads of informants and probing into areas that arise during interview interactions. This meant that the writer had a question list as a guideline, then the writer developed questions which was related with the topic to get further information.

The writer interviewed the teacher by asking about the implementation of narrative big book. Then, the researcher took a note to memorize the important statements to add the information which was not available in observation session and strengthen several statements as a concrete proof.

E. Research Instruments

The research instruments of this study which applied by the writer are observation and interview in order to collect the valid data.

a. Observation Checklist

The writer used observation checklist as a guide for observing the teaching and learning process of using narrative bigbook in teaching reading comprehension. This instrumentwas used by the writer to know how the teacher usednarrative bigbook and learning process. Observation checklisthad made based on the strategies in implementing big book. Checklist technique was used as clear observation guide.

Observation checklist for identifying teaching procedure using big book was designed using "yes" or "no" checklist based on the strategies of implementing big book stated by Strickland that there are 6 strategies. (See Appendix 1)

b. Interview Guideline

The writer used interview guideline as an instrument after doing observation with the interviewee. This interview guideline was written as a

guidancein implementing big book to confirm observation result noted by researcher.(See Appendix 2)

c. Questonnaire Sheet

In this research, questionnaire was prepared by researcher to gain the data to answer the second research question, that was about students' response after their teacher implemented narrative big book in teaching reading comprehension. Questionnaire was given to students directly after teaching-learning process using narrative big book. It was good condtion to gain students' responses because what students feel about the implementation narrative big book was still fresh in that condition. Questionnaire was the appropriate instrument to obtain the data from many participants. It was better than doing interview to students one by one.

F. Data Analysis Technique

In light of qualitative method, the researcher analyzed the data descriptively. The writer collected and analyzed the data based on the data collection technique which gained from observation and interview. Then questionnaire sheet was given after learning process. After gaining the data, the writer presented the result by describing the data from observation checklist, field note and interview result to answer the first research question. The writer presented the data about how the process of using narrative bigbook in teaching reading comprehension. After that, the writer presented the data about students' response gained by questionnaire.

In detail, the data obtained from observation, interview and questionnaire

will be analyzed through these following techniques:

1. Reducing data

Reducing data refers to choosing the primary data that only needed bythe

researcher. Reducing data means to choose and focus on the main topic

ofthe research. To reduceddata in this study, the researcher ceded data as

follows:

a) Categorizing the procedure of teaching reading comprehension using

narrative big book.

b) Categorizing students' responses to narrative big book implementation.

2. Data Display

After conducting the technique of reducing data, then the researcher

setthe technique to display the data. In qualitative method, the data display

are formed in short essay, graphic, matrix, network, flowchart, etc. 8 By

displaying data, the researcher was expected to understand the data which

had been categorized to be arranged in good structure. In this study, the

researcher displayed the data as follows:

a) The procedure of implementing big book

The researcher used the data tabulation of procedure of teaching reading

comprehension using narrative big book based on the result of

⁷Sugiyono. Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D.

(Bandung: Alfabeta Bandung, 2012), 338

⁸Sugiyono. *Metode...* 341

observation checklist. The data from observation checklist combined with researcher's note and the result of interview.

b) Students' Responses

Firstly, the researcher used the data tabulation of students' responses based on questionnaire result. Secondly, from data tabulation, the researcher used percentages through this following formula to display the data of students' responses:

Result = Total of each item of students' responses x 100 % Number of the students

Finally, the researcher displayed the percentages of students' responses from each classes.

3. Conclusion (Drawing or Verifying)

The last technique of analyzing the data was drawing conclusion. The conclusion in qualitative research could answer the research questions, however it sometime couldnot answer the research question because qualitative research is not static when the researcher observed. 9 In this study, the researcher drew the conclusion based on the data that had been interpreted by reflecting on the research questions.

G. Checking Validity of Findings

To meet the validity of the data, the writer conducted the classroom observation to the three classes in a couple of meeting to prove the procedure in teaching reading comprehension using narrative big book used by teacher and students' responses through questionnaire. The researcher also invited the

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⁹Sugiyono. *Metode...* 345

presence of co observer and took video record in classroomobservation to attain the validation of findings in classroom observation. Besides, to check the validity of findings, the researcher confirmed the findings with the subject of research and theory used in this study.

H. Research Stages

This was structurally conducted as following stages:

1) Preliminary Research

In order to clarify the problems linked to this research, the researcher began this study by conducting preliminary research on March 2016. This preliminary research gave great information to the researcherabout the use of narrative big book in teaching reading comprehension occured in MA Ma'arif 8 Ihyaul Ulum Manyar Sekaran Lamongan. Through this step, the researcher could also ensure and figure out the real teaching learning process using narrative big book in this school.

2) Designing Investigation

In this step, the researcher designed investigation for identifying the Implementing big book in form of the observation checklist. Investigation for implementing big book was designed in form of the observation checklist and interview guide which were adapted from incredible theories. Furthermore, identifying students' responses were done by using questionnaire which adapted from previous study. In term of getting validity of those instruments, there searcher made validation sheets

which were validated by the expert of reading skill. Finally, after accomplishing the requirement of good instrument, the observation checklist of implementing big book was consisted of 6 items and interview guide for teacher was consisted of 6 items. Furthermore, the questionnaire had 10 questions of students' responses..(*See Appendix 1-3*)

3) Implementing Investigation

In term of investigating theimplementation of big book, the researcher began toobserve the procedure of teaching learning process using big book through observation checklist. The observer came to the class in four meeting, twice in science class and two other meetings in social class. Then, the researcher confirmed the procedure through did interview with the teacher. The teacher permitted the observer to have interview session only in the last meeting done. The last, the researcher gave the questionnaires to the students after teaching learning process in every class the observer attended.

4) Analyzing Data

After obtaining data from some instruments used in this research, theresearcher directly analyzed the data in attempt to get the answer of the research questions as stated in data analysis techniques above.

5) Concluding Data

In term of getting the result of the research, the researcher concluded the findings. The conclusion of this study became the final report of this study.