CHAPTER III

RESEARCH METHOD

A. Research design

The study is descriptive. Descriptive research describes what it is. It evolves the description, recording, analysis, and interpretation of the condition that exist in carrying out the descriptive research. The researcher does not manipulate the variable or arrange for events that happen.

According to Meleong, qualitative research is a research procedure that represent the descriptive data such words in written or oral from the people and the behavior that can be observed. This is no control over the treatment to what exist as in experimental study.

In addition, a qualitative research is naturalistic because the actual setting as the direct source of data and the researcher is the key instrument.⁵²

Related to the purpose of the study that describes what the teacher does in pre-reading stage, whilst reading stage, and post-reading stage in teaching reading at second grades of SMA Hidayatut-Thullab Robatal Sampang, the research design needed descriptive qualitative method. Thus, the researcher described in the form of words, sentences, and paragraph which the researcher found during the process of the study.

⁵² Robert Bogdan, and San Knopp Biklen. 1992. Qualitative Research for Education. An Introduction to Theory and Methods. U.S.A. massachusets: Allin and Bacon, Inc. p. 29.

B. Subject of the Study

The researcher had conducted this study at the second grade of SMA Hidayatut-thullab Robatal Sampang and she took one teacher English of the second grade as the subject in the research. The subject has the teacher English in the second grade.

C. Instruments

In this study, the researcher used some instruments they are: Observation checklist, and documentation

An observation checklist is the main instrument that was used to get the data of the teaching reading activities. The researcher has focused on how the teacher apply the three-phase technique in teaching reading; pre-reading stage, whilst reading stage, and post reading stage. The researcher took some points to deal with the three-phase technique in teaching reading to be indicators (see appendix 1).

Documentation is technique which used to collect the data about pre, whilst, and post reading stage of three-phase technique is used by the teacher to teach reading in the classroom. The data took from the teacher's lesson plan, syllabus and about the material when the teacher used three phase technique in teaching reading.

D. Data collection technique

The researcher collected the data through observation technique because the study recognized as qualitative. The following is the description of observation that was done by the researcher.

1. The observation

The observation could be divided into two: structured observation and unstructured observation. In structure observation, the researcher counts the frequency with which certain behaviors under study occur or certain things are said. Unstructured observation, the researcher observe and record some previous determine behavior father than whatever behavior which occur. So, this study belongs to non-participant observation study. Susanto stated that the researcher is the key instrument. Although the researcher present when the classroom is conducted, she did not participate in the activities during observe.⁵³

This observation was done three times meeting when the process of teaching reading. The researcher came to the class to observe; she was not interacting directly with the subject of the study and she was not made a setting the situation in any way. During the observation, the researcher just taking notes and she used passive participation in which she presents in the classroom and she dead in a number of such activities as, observing all

⁵³ Susanto. 1994. Communicative Performance and Classroom interaction: Qualitative Study of Learners Language in Classroom Setting. Disertasi: unpublished. Malang. IKIP Malang.

classroom activities concerning what was studied, keeping detail records of what was occurred, constantly monitoring the observations and records data for evidence when the teacher teaching reading using three phase technique (see Appendix 1).

2. Documentation

Documenting teacher's lesson plan, syllabus and material will be done every time before the teaching process is begun. While, the documentation of students' photos will be done at the same time the researcher does observation.

E. Data analysis

After all the data are collected, the data has analyzed qualitatively. As stated by Bogdan and Biklen that the report of qualitative analysis is presented descriptively and the emphasis is on describing the phenomenon in its context and interpreting the data.⁵⁴

The first, the data obtain from observation. This observation is used to collect the data about how the teacher apply the three-phase technique in teaching reading at the third grade of SMA Hidayatut Thullab Robatal Sampang. The data was analyzed by using descriptive analysis. The process of teaching reading will be described and arranged based on the date. This data was presented using recorder and taking note during three times meeting.

⁵⁴ Robert Bogdan, and San Knopp Biklen. 1992. *Qualitative Research for education. An introduction to theory and methods*. U.S.A. massachusets: Allin and Bacon, Inc. p: 216.

The second, the data obtain from documentation. The researcher has collected the data from lesson plan, syllabus, and material to support the data from observation. Those are taken from the teacher who teaches reading by three phase technique in the class.