#### **CHAPTER III**

#### RESEARCH METHODOLOGY

In this chapter, researcher explained about research design, subjects and setting of the study, data of study, data collection technique and data analysis technique.

### A. Research Design

The study was qualitative in nature. Denzin and Lincoln as cited in Moleong stated qualitative research is a research that used natural setting to interpret a particular phenomenon and done using various method.<sup>29</sup>To answer the question of the study, the researcher used qualitative as a research design. Qualitative design used to describe the teacher and students' activities while the learning process is continuing.

According to Sukmadinata, the researcher just had a board of the activities that will be observed, including the teacher's and the students' activities.<sup>30</sup>. So the researcher would observe the teacher's and the student's activities during the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text at eleventh grade of MA UnggulanTulangan.

<sup>&</sup>lt;sup>29</sup>Lexy J Moleong, *MetodologiPenelitianKualitatifedisirevisi*, (Bandung: RosdaKarya, 2005), p.5

<sup>&</sup>lt;sup>30</sup> Nana Syaodih Sukmadinata, *MetodePenelitanPendidikan*, (Bandung: RosdaKarya, 2007), p.221

In addition, a qualitative research is naturalistic because the actual setting as the direct source of data and the researcher is the key instrument.<sup>31</sup>

In this study, the researcher used classroom observation in this study. The researcher used descriptive qualitative as a research design to describe clearly how the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text at eleventh grade of MA UnggulanTulangan. The researcher described the process of applying Cooperative Integrated Reading and Composition (CIRC) technique in reading class. In other words, the researcher observed the teacher and the students' activities during the implementation of Cooperative Integrated Reading and Composition (CIRC) in reading class based on the observation sheets.

#### B. Subject of The Study

The subjects of this study were students at eleventh grade of MA UnggulanTulanganSidoarjo. There were six classes in this school and the researcher chooses class XIb as the subject of the study. This class consists of 29 students, 28 females and 1 male. The researcher only chooses this class because according to English teacher had applied this technique and some students feel difficult in comprehending reading text. They still felt confuse to

Robert Bogdan and San knqad, *Qualitative Research for education, an introduction to theory and methods*, (USA: Massactivsets Allin and Baccon, 1992) p 29

understand what the text about. So the students of XIb would become source to know the implementation of CIRC in teaching reading narrative text

### C. Setting of The Study

This study was conducted in MA UnggulanTulangan on Tlasih street no 23 Tulangan. The researcher interested in conducting the research in this school because the students are from heterogeneous background and characters. They had different ability in learning English. There were some students felt difficult in understanding text and they feel bored in reading activity. So the researcher would tried to observe how the teacher implement CIRC technique in teaching reading text

## D. Instrument of the Study

There were some instruments prepared to get a data. The instruments in this study were observation, questionnaire and documentations including syllabus and students' reading test.

#### 1. Observation

To answer the first research question, the researcher would take data from observation used observation sheets. It used by the researcher to guide the researcher in collecting the data while doing observation. The researcher used observation sheets to observe how the teacher teaches reading narrative text through CIRC technique.

Observation sheets was a great help for the researcher to do this study, because the researcher made some notes in the table about the teaching and learning process from the students' activity when Cooperative Integrated Reading and Composition (CIRC) technique would be implemented in the class in every meeting. It was use to write any phenomena appeared in the class such as the teacher's activities, the student's activities and problem faced during the teaching and learning process in implementing Cooperative Integrated Reading and Composition (CIRC) technique.

### 2. Questionnaire

To answer the second question of research problem, the researcher would use data from questionnaire to know students' responses about the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text. The students will get questionnaire after the teacher had implemented Cooperative Integrated Reading and Composition (CIRC) technique.

### 3. Documentations

The researcher will use instrument to collect the data. These documentations help to give the information to answer the research problems that cannot be found in another instrument. The researcher get the data from the teacher's documents, the documents are:

### a. Syllabus

The syllabus used by the English teacher as the standard of measurement on the teacher's lesson plan in the teaching process.

The researcher used syllabus as an instrument to support the data in this study.

## b. Students' reading work

The reading work used by researcher to know the students' reading comprehension after the teacher had implemented of Cooperative Integrated Reading and Composition (CIRC) technique.

The criteria of scoring

Score	Criteria
10	Correct answer in grammatical, correct
	sentence or sentence containing only a
	minor error
8	Correct answer in a sentence containing
	one or two minor error
6	Correct answer but very difficult to
	understand because of one or more major
	grammatical error
0	Incorrect answer in a sentence with or
	without errors

#### The criteria of score

$$>85-100$$
 = Excellent

$$>75-85$$
 = Very Good

$$>55 - 75$$
 = Good

$$>44-0$$
 = Very Bad

### E.Data of the Study

The source of data for this study was teaching and learning process through implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text. There were three kinds of data of the study. They were from observation sheets, student's work and questionnaire. It was collected from the result of observation for three meetings.

The first data were gained from the observation. The data were in the form of observation sheets. The data of this study were the result of the observation sheets, which showed the implementation of Cooperative Integrated Reading and Composition (CIRC) technique for teaching reading narrative text. The data also showed the student's, teacher's activities and problem faced during the teaching and learning of reading narrative text that used Cooperative Integrated Reading and Composition (CIRC)

The second data were taken from students' reading work. The result of student's reading work showed the students' reading comprehension in narrative text.

The last data were taken from Questionnaire. The result of Questionnaire showed the students' responses after CIRC were applied in reading activity.

## F. Data Collection Technique

To collected the required data of the study. The researcher used some steps for 3 meetings based on the source of data that was collected

## 1. Doing Observation

In this research, the data were collected by using passive observation. It meant that the researcher did not take part in teaching and learning process. The researcher observed the all activities including the students' activities, teacher's activities and problem faced when teaching and learning process. The researcher observed the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text for three meetings. She checked the all-possible phenomena during the learning and teaching process. There were five steps of CIRC activities. Those activities were divided into 3 parts, such as Pre activity, whilst activity and post activity. In other words, the researcher observed based on those activity.

## 2. Collecting Students' reading work

Second, the researcher collected the students' reading work by answering the question. The researcher collected the result of students reading work for every meeting.

## 3. Giving Questionnaire

The last the researcher gave the students questionnaire to get students' responses. The researcher used multiple choice include yes or no answer. It is used to know the students responses toward the implementation of Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading narrative text. This data were obtained in the last meeting. So. The researcher gave the questionnaire to all students at the end of class in the last meeting.

# G. Data Analysis Technique.

Analysis involved regulating the data, finding what was important and take consideration what would be showed as a result. The data of this study were analyzed qualitatively by using descriptive manner. The steps in analyzing the data were:

- 1. Describe the students and teacher activities including the problem faced in teaching and learning process using CIRC technique. It was useful to find out whether the implementation of CIRC technique was good or not for teaching reading.
- 2. Describe the result of students' reading work in-group. It was useful to find out whether the implementation of CIRC in teaching narrative text was success or not.

3. Describe the students' responses toward the process of teaching learning using CIRC technique. It was useful to find out the students' responses toward the implementation of CIRC technique good or not.

