

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents research method, procedure of the research, subject of the research, data collection technique, instrument, and data analysis technique.

A. Research Method

In this study, the research method conducted with descriptive qualitative method. According to Bogdan and Biklen (1992: 21) qualitative research is one of research procedure that produces descriptive data in spoken or written form and also showed the behavior of the people who have been observed. Moreover, descriptive method is various common elements which mixed and matched to particular researcher's interest (Strauss and Corbin, 1998).

Based on the idea above, the researcher chose descriptive qualitative method, because the researcher has interesting to describe the learning model that was used by a teacher in developing the ability of students on reading recount text especially on eight grade students of junior high school. Then, the researcher conducts the literature study with analyzing two previous researches that related with this research. The researcher also tries to design the teaching materials development on teaching reading recount text by using cooperative learning with two stay two stray (TSTS) learning model.

B. Procedure of The Research

The researcher used research procedure by Borg and Gall (2007) to develop teaching materials on teaching reading recount text. The research procedure consists of five steps, namely: (1) *analyzing*, (2) *designing*, (3) *developing*, (4) *expert judgments*, (5) *final draft*. Each steps are explained as follow:

1) Analyzing

The first step is analyzing the teaching materials that were used before on teaching reading recount text at eight grade students of junior high school. The purposes of this step are to determine and define the teaching material requirements. In addition, its aimed to collect the relevant information that obtained from interview with an English teacher who was taught reading recount text at eight grade students of junior high school and also from the literature study which the researcher analyzing two previous studies that related with this research. This collected data would be the first ground to decide whether the design of teaching material development is really necessary or not.

2) Designing

The second step is designing, it is aimed to design teaching material. After collecting the data and information needed from the first step, then the researcher uses those for designing the teaching material development. The researcher tried to design a good teaching material to help teachers in teaching reading recount text and students in improving their reading abilities. Cooperative learning approach with two stay two stray (TSTS) learning model was designed in this step.

3) Developing

The third step is developing. In this step, the writer was developed the lesson plan that adjusted with the material about reading recount text on syllabus of curriculum 2013. The cooperative learning lesson plan with using two stay two stray (TSTS) learning model was developed for teaching-learning process on reading recount text.

4) Expert Judgment

The next step is gaining judgments or feedbacks about the teaching material development that used by researcher on lesson plan from experts' validations through the feasibility test. It aims to see if there are some aspects needed to be revised in the term of material or content; presentation of material; the suitability of the material with the characteristics of students; legibility; and language. The result will be used as the base of final draft. The experts are both of the researcher's supervisor as lecturer of English education department and English teacher who are capable in judging the design of teaching material development, also have experiences in teaching material development.

5) Final Draft

The revision of the teaching material development that uses by researcher was done after it had been validated by the experts. This step aims to improve the quality of the teaching material development, especially its lesson plan. In revising, the researcher really considers the experts' judgments. Probably, in some aspects of product needed to be revised. In this part, the researcher has starting to redesign the teaching material development well, especially it is lesson plan as final draft.

C. Subject of the Research

The subjects of this study are the English teacher who teach eight grade students of junior high school, also as the validator in this study. Then, both of the researcher's supervisor on this research as the validators for the feasibility of the learning model development that is cooperative learning assisted with two stay two stray (TSTS) learning model.

D. Data Collection Technique

The technique of collecting data are through four steps, namely:

a) Interview

Interview is conducted online to an English teacher who teach eight grade students of junior high school. It aims to find out the implementation of the learning model that was carried out so far by English teacher on teaching reading recount text.

b) Literature Study

This technique is review and compare two previous researches that have topics or titles that are relevant to the learning model being developed. The study of the two previous studies are also describing the conclusion of the advantages and disadvantages of the teaching methods and learning models used on both researches.

c) Designing Learning Model

This technique is the process of teaching method and learning model development, there are finding and designing solutions that can be alternatives to solve the weaknesses or disadvantages that have been found previously on the result of interview with English teacher and analyzing previous researches.

d) Feasibility Test

After designing the teaching method and learning model development, then validating the feasibility of teaching method and learning model that have been developed through judgment from experts.

E. Instrument

In order to collect the data, the researcher uses three instruments. All of those instruments are described as follows:

a) Interview

The researcher uses interview in order to answer the first research question in this research. On this technological era, the researcher uses one of social media application for conducting online interview with an English teacher of eight grade students on junior high school.

b) Literature Analysis Form

Literature analysis forms were used for answer the second research question. It adjusts with five aspects that will be analyzed for learning model developments. Those five aspects including: (a) material or content; (b) presentation of material; (c) the suitability of the material with the characteristics of students; (d) legibility; and (e) language.

c) Feasibility Test

This instrument is uses for answer the third research question. Feasibility test are adjusting with five aspects of the teaching method and learning model developments, including: (a) material or content; (b) presentation of material; (c) the suitability of the material with the characteristics of students; (d) legibility; and (e) language. It is aimed to obtain the judgments or feedbacks from experts. In this study feasibility test conducts toward to three experts, there are:

Mr. Dasep Suprijadi, M.Pd. as the first supervisor.

Mr. Hendra Husnussalam, S.S., M.Hum. as the second supervisor.

An English Teacher

F. Data Analysis Technique

According to Miles and Huberman (1994:10), analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion.

1) Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. The process of reducing and summarizing are from the result of online interview with an English teacher and reducing two previous researches by focusing on things that are considered important. In this process, conclusions are also drawn from the advantages and disadvantages of teaching material that used by English teacher and two previous researches with relevant teaching material used with this study. Then, those result are reviewed for designed the further teaching material development and validated by experts' judgments.

2) Data Display

This part presented data that has been reduced.

3) Conclusion

This part aimed to describe the answer of all research questions in this study.