

CHAPTER III

RESEARCH METHODOLOGY

The research method is a crucial thing in research. It is used to make researches accomplish their study easily. It can be implied as a procedure or way of doing research. This chapter discusses the research method, research design, research subject, research instruments, research procedure, data collection technique, and data analysis.

A. Research Method

To gain the data the writer needs a method as an appropriate approach in organizing the data. There are some methods that can be used in carrying out research. The method that was used in this research is a qualitative method in which resources of the data naturalistic inquires. The qualitative method is context-specific with the researcher's role being one of inclusion in the situation. The qualitative method is called a naturalistic research method because the research occurs in a natural setting. According to Creswell (2014), one of the key elements of collecting data in this way is to observe participants' behaviors during their engagement in activities.

In this research paper, the researcher uses the qualitative method. The information qualitative method collect to gain the necessary insights is large, although not always, obtained employing a narrative in which the people being studied communicate the way they understand the world (Cropley, 2019). According to Agar (2009) qualitative is now introduced to accommodate the differences in the kinds of qualitative research methods. On other hand,

qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication.

B. Research Design

In conducting research, the researcher needs a research design. The research design refers to integrate the different components of research projects in a cohesive and coherent way. According to Kaswan, Suprijadi, & Suryani, (2016) that the qualitative research design is a research design that places primary importance on studying small samples of purposely chosen individuals; not attempting to control contextual factor, but rather seeking, through a variety of methods, to understand things from the informants' points of view; and creating a rich and in-depth picture of the phenomena under investigation.

The function of a research design is to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. In this research, the researcher used descriptive qualitative research design because this research focuses on the analysis. Descriptive qualitative is the research which is designed to identify and describe the observed phenomena in the form of words rather than in the number.

Based on the explanation, this research using descriptive qualitative research, since the description of analysis in the form of research word.

C. Research Subject

The subject of the research was the eighth-grade students in Junior High School. The eighth grade consists of two classes VIII-A and VIII-B, to

determine which classes to be used for the researcher, the random selection of classes by the researcher. This was done by inserting two papers in a glass and picking them at random. After the paper came out bearing to VIII-B. The research used the VIII-B to be the subject of the research. The VIII-B consist to 31 students and divided to 11 females and 20 males.

D. Research Instruments

According to Kaswan, Suprijadi, & Suryani, (2016), an instrument is any device that is used to collect the data. On other hand, instruments usually in a written, audio, or visual format. Using instruments can make the research became conditional on quality research. The instruments used will be in the test and non-test form. The test form such as pre-test and post-test, and the non-test form such as questionnaires, observation, and interview.

Since the problem of this research is to find out and to describe teaching English descriptive text to students. Therefore, the researcher concludes some research instrument, that is:

1. Observation

Observation is activities of attention to observation object by using five senses or using means. In this case, the researcher observed the activity of teaching reading descriptive text using PowerPoint. Then, during activity the researcher using a handphone camera to take photos of the classroom activity. The purpose of observation is to see how the implementation of the learning scenario during the learning process takes place.

Table 3.1
Obsevation Sheet for Teacher

	ACTIVITIES	YES	NO
PRE-ACTIVITY	The students were engaged in the activity		
	The students participated actively in the activity.		
	The students understood the target language with ease.		
	The students could read the word or text		
WHILE-ACTIVITY	The students understood the reading instruction		
	The students faced some difficulties on accomplishing the task		
	The students solved the problem in reading		
	The students able to worked in pair or group		
POST-ACTIVITY	The students shared their point with friends enthusiastically		
	The students comprehended the material		
	The students able to transfer the materials		
	The students summarized or reflected the lesson		

2. assignment

The test is one of way to collect the data which is done after the end of activities in class that aims to determine the ability of students. The test was also conducted for 30 minutes at the end of the meeting to the students to be researched. Based on Brown in Merina (2009) the classification result of the test or examination items based on the English reading objectives such as main idea (topic) questions, implied details or conclusion questions, detailed questions, and vocabulary questions. The purpose of the test itself is to see where the difficulty of students is in receiving the material that has been delivered by the teacher.

Table 3.2
Question Types

No	Question Types	The Item Number	Percentage
1.	Main Idea (Topic) Question	6 items	20%
2.	Implied Detail/Conclusion Question	4 items	13,3%
3.	Details Question	7 items	23,3%
4.	Vocabulary Question	3 items	15%
Total		20 items	100%

3. Questionnaire

A questionnaire is one set of ways or tools to collect data that is done at the end of the study. This aims to determine differences in student's understanding of in-class activities.

Table 3.3
Questionnaire for students

NO	QUESTIONS	SCORES				
		SB	B	C	K	SK
1.	Do you enjoy learning about Descriptive text?					
2.	Does the role of the teacher help you in solving problems if you have difficulty learning Descriptive text					
3.	Once you've finished following the descriptive text learning, do you like to repeat learning the opposite at home?					
4.	During the learning process, when you do not understand the material, do you like to ask the teacher?					
5.	Does the media used by teachers provide encouragement or motivation in learning?					
6.	When studying Descriptive text, do you often face participating in groups?					
7.	When studying Descriptive text, do you often pay attention to it?					
8.	Do you often skip class?					
9.	Can using methods increase your learning spirit and motivation?					
10.	Do you often participate and ask less obvious things when the teacher gives the material?					

4. Interview

A interview is one of the ways the writer to collect data from activities in the classroom. The researcher using the handphone recorder to record the interview session with the teachers and students. The purpose of the interview is to show how students' and teachers' responses to the learning process in class.

figure 3.1
interview to Teacher

1. 1. How is the learning process in the classroom, is it in accordance with the lesson plan?
2. 2. Can the media used attract students' attention during learning activities?
3. 3. Are the methods used in learning useful for students?
4. 4. What is your view, whether the games that are inserted can make students more active?
5. 5. What are the obstacles faced by researchers in conditioning the atmosphere of learning activities?
6. 6. What do you think, is the material presented by the researcher in accordance with the actual rules?
7. 7. How do you think the games the teacher uses can help students develop their knowledge?
8. 8. What do you think, whether the rules applied by the researcher can shape the character of students?
9. 9. What do you think, can the formation of groups during learning activities make it easy for students to work together?
10. 10. Based on your observations during the activity, is descriptive text learning liked by students?

Figure 3.2
Interview for Students

1. Do you like learning English? Explain?
2. In delivering material in class, do you like the way the teacher delivers the material in class? Explain?
3. Do you understand the material presented by the teacher about Descriptive Text?
4. What do you think, whether the media used by the teacher can help you in facing difficulties when learning Descriptive Text?
5. What do you think, if the teacher does not insert games during learning activities?
6. Based on the games applied by the teacher, can this motivate you in class? Why?
7. Why do you like participating in learning activities in class?
8. What do you think, if the teacher only delivers the material, only explains the material from beginning to end?
9. How do you think, in the learning process carried out by the teacher in the classroom there are no rules and sanctions imposed by the teacher?
10. Do these rules keep you from learning activities in the classroom?

E. Research Procedure

There are several stages in the research process, such as preparation, implementation, and evaluation. The following is an explanation of each stage of the research process.

1. Preparation

In this step, after the proposal and the instruments of this research (the scenario, lesson plan, observation sheet, test, and questionnaire) were approved, the researcher visited the school to get information about the teacher and students as participants by giving the permission letter. Then,

the researcher asked for permission from the headmaster of the Patriot Bangsa Junior High School. Afterward, the researcher met the English teacher and asked for the data of the students and in conducting the research. Subsequently, the researcher explained the test and materials given to the students. Lastly, the researcher prepared all of the research instruments, such as the lesson plan (*RPP*) and scenario, PowerPoint, observation sheet, test, and questionnaire.

1. Implementation

After completing the preparation for the study, the researcher began to implement the instrument, namely the observation sheet carried out during the first to the third meeting. while the test, questionnaire, and interview were conducted at the fourth meeting. where this research will be conducted at Patriot Bangsa Junior High School.

2. Evaluation

The process of the lesson was scored to check the students' motivation. Meanwhile, the researcher scored the students' attitude in the learning process using the observation sheet. When the students had a good attitude in learning, it means that the students had high motivation to learn. It would give an effect on the result of the study. There were four categories to measure students' attitudes. In observing the students, the researcher was helped by the teacher as the other observer. In the last meeting, the researcher gave the test to measure the improvement of the students' understanding and the effectiveness of learning descriptive text using

PowerPoint. The researcher gave a test of 20 multiple choice questions related to the descriptive text. The researcher has 30 minutes to do the test. After that, the researcher asks the students to fill the questionnaire related learning process before. Also, the researcher used the interview to measure the students' and teachers' responses toward the implementation of the whole language approach using PowerPoint during learning.

F. Data Collection Technique

To support the qualitative method of this study, the researcher used three ways to collect accurate data.

1. Observation

An observation sheet was used to observe the students' behavior and condition, and to investigate the implementation of the Whole Language Approach during the learning and teaching process in the classroom. To make the observation more suitable with the focus of this research, it covered five focuses: the students' enthusiasm, activeness, attention, participation, and responsibility towards the assignment. The observation sheet was calculated with a rating scale yes or no statement.

2. Test

The test is a way of the show where the difficulties of students are after learning comprehension of descriptive text reading through the Whole Language Approach using PowerPoint. According to Purwanto (as cited in Azis, 2016), the test is an instrument in collecting the data that gives a response to the questions in the instrument, also the students have to show

the ability.” After giving implementation in meetings I, II, and III the researcher conducted a test in the last meeting. The students were given 30 minutes to answer the test given by the researcher.

3. Interview

An interview is one of the tools to collect data by giving questions through a questionnaire. With the interview, the researcher can measure the teachers and the students’ responses toward the implementation of the Whole Language Approach in learning reading descriptive text. used the interview also to show the teachers’ and students’ responses. interview were conducted at the last research meeting.

4. Questionnaire

In this step also to find out how students respond about how to deliver material or approaches, media, and about the material presented by researchers in the learning process. After that, the researcher will analyze the results of the questionnaire as a reference for the content of the research.

G. Data Analysis

To collected the data, the researcher used descriptive qualitative to analyse data. There are three activities to analyze the data, such as data reduction, data display, and conclusion drawing or verification. Based on the statement, the researcher divide activities in analyze data into three activities, that is data reduction, data display, and conclusion.

1. Data Reduction

Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic, and the form. In this section, the researcher gets the data from the observation sheet, test, interview, and questionnaire. The results of observations show how researchers implement lesson plans, approaches, strategies, and media in the learning process. where the researcher was directly observed by the English teacher at the school. while the test results are the results obtained by students after receiving the learning material from the researcher. In addition, the results of the interview and questionnaire are the responses from the teacher and students during the research.

2. Data Display

After data reduction, the next step in analyzing data is Data Display. Data display is the process of displaying data in the form of a table so what it gets more understandable. In this research, the researcher will use an essay in displaying the data, because it is the most common data display used in qualitative research. The researcher collects the data through tough tests, observation, interviews, and questionnaires. Then the researcher, select, identify, and focuses on the data by referring to the formulation of the research problem in display data.

3. Conclusion

After data reducing and data displaying, the last step data analysis that is the conclusion. Here, the researcher begins to see what is the data. The

researcher examines all entries with the same code and then merges these categories and find the connection among the categories. Moreover, to get the validity of data, the interview supported by a questionnaire. This questionnaire is analyzed by using descriptive qualitative statics where frequency counts are tabulated and converted to percentages. Then, it continues to tell and to make connections among stories. Finally, the researcher can get the result and conclusion of the research.