

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the main issues of the research method, research design, subject of the research, instrument, data collection technique and analysis.

A. Method and Design Research

1. Method of the Research

This research used qualitative method. Qualitative method is a scientific research process that is intended to understand human problems in social contexts by creating a comprehensive and complex picture, reporting detailed views of information sources, and carried out in natural settings without intervention from researchers (Creswell in Royadi et al., 2019). It is usually used to capture and give a description of a phenomenon, as a management method for exploring phenomena, and as a method for providing an explanation of a phenomenon being investigated (Royadi et al., 2019).

2. Research Design

According to Creswell (2009:3), research designs are plans and procedures for research to collect and analyze the data. This study used a qualitative descriptive research design to investigate teaching reading

comprehension in seventh grade in Batujajar. The data were gained through various techniques such as surveys, interviews, questionnaires, observations, and text (Satriadi, 2014).

B. Subject of the Research

The research was conducted on the seventh-grade students in junior high school in Batujajar. The total number of students was 218 students consisting eight classes. That is class VIII A, B, C, D, E, F, G and H. Each class consisted of 30 to 35 students. This study used one class for research. The researcher used class VII C which consisted of 32 students. The researcher choose this class because the materials to be taught by researcher was in accordance to what the respondent learnt.

C. Instruments of the Research

There were three instruments used to collect the data. They are:

1. Observation

The observation was done to investigate what happened in class during the implementation of jigsaw technique in learning reading. In doing an observation, the observation sheet was used. The sheet contained several things related to the implementation or jigsaw technique and students' response toward its usage.

2. Questionnaire

Questionnaire was used to analyze students' and teacher's response to the implementation of jigsaw technique. It was also used to examine the students' difficulties in learning reading through jigsaw technique.

The questionnaire used was open-ended questionnaire. This type was used in order to get direct clarification of the respondents' answer. Regarding the items in questionnaire, it was developed from Muhlisin (2018).

3. Test

Test was done in order to discover the students' difficulties in reading after the implementation of jigsaw technique. The test consisted of 25 multiple choice questions related to descriptive text. The score for each correct item was 1 point. After that, the score obtained is multiplied by 4; and the students got 100 points if they answered all questions correctly.

D. Data Collection Technique and Analysis

1. Observation Sheet

In doing an observation, observation sheet was used. It was used to observe the student's activities in the beginning of the lesson, during the lesson, and at the end of the lesson. The observation sheet was used for three meeting. The data gained was categorized and analyzed based on teaching stages.

2. Questionnaire

The researcher gave the open-ended questionnaire in the end of learning activity. In the last meeting, the questionnaire was distributed to find out students' responses of the techniques used during the learning process. The researcher guides the students during the questionnaire filling process. After getting data from the questionnaire, the researcher identified how many students answered "Yes" and "No" and the reasons listed in the questionnaire. Then, researchers calculated the results of student answers in the percentage form. The result was then categorized based on response' indicators: attention, relevance, confidence and satisfaction. After that, it was analysed by using some related theories.

Table 3. 1 Students' response questionnaire grid

No	Indicator	Item No	Total Number
1	Attention	1, 2, 3, 4, 5	15
2	Relevance	6, 7, 8	
3	Confidence	9, 10	
4	Satisfaction	11, 12, 13, 14, 15	

3. Test

In the fourth meeting, the researchers gave a test. This test was given to find out students' difficulties in reading comprehension after the implementation of jigsaw technique in discovery learning. However, it did not attempt to find out the effectiveness of the technique. It was just used to find out which number that become the most often answered inccorectly by the students. The data gained was then used to support the discussion. The detail description of the test questions can be seen in the following table:

Table 3. 2 Specification of Reading Test

N o	Genre	Indicators	Item Number	Total Number	Total Number
1.	Descriptive	Finding factual information	3, 7, 11, 12, 22	5	25
		Generic structure	18	1	
		Finding the topic/main idea	1, 6, 16, 19	4	
		Identifying the purpose of the text	4, 8, 20, 24	4	
		Identifying vocabulary	9, 14, 17, 23	4	
		Understanding References	2, 13	2	
		Making conclusion	5, 10, 15, 21, 25,	5	