

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research methodology, research instrument, participant of the research, data collection and analysis, research procedure and research schedule.

A. Research Methodology

In this part the researcher describe about research methodology. It is divided into two section namely research method and research design as follows.

1. Research Method

This research used qualitative as a method. According to Shakouri and Nazari (2014: 674), qualitative research is concerned with no statistical methods of inquiry and analysis of social phenomena. It means, the data obtained comes from social phenomenon that exist in the surrounding environment and then describe it.

2. Research Design

Generic qualitative research was used as a design for this research, defined as research designed to produce a low inference description of a phenomenon (Moser and Korstjens, 2018: 17). Meanwhile, according to Hardiyanto, Sutarsih, and Suparman (2016: 4) descriptive qualitative used when the researcher needs to explore the topic which is investigated.

It is following this topic need to explore the implementation of the scenario of teaching reading comprehension using the Numbered Heads

Together technique, the response of student and teacher toward the implementation of Numbered Heads Together technique and students' difficulties in learning reading comprehension using Numbered Heads Together technique.

B. Subject of the Research

In this section the researcher explain subject of the research divided into three part namely participant, research schedule and schedule activity in the school as follows.

1. Participant

This research took the eighth grade students and an English teacher at Junior High School in Bandung Barat. The eighth grade students' consist of 14 boys and 16 girls, the characteristic students was lack of vocabulary and did not interest to learn English.

2. Research Schedule:

Table 3.1 research schedule

Activity	Month								
	1	2	3	4	5	6	7	8	9
Proposal preparation									
Preparation of learning scenario and research instrument									
Research instrument trials									
Research in field									
Data processing									
Writing chapter I-III									
Writing chapter IV-V									

3. The schedule activity in school:

Table 3.2 Activity in the school

Date	Activity
January 20 th 2020	Make a research permit from the college
January 23 th 2020	1. Provide a research permit from the college to the school 2. Arrange a research schedule with the English teacher
January 30 th 2020	Doing a pre-test at school
February 6 th 2020	First meeting: 1. Explain material about narrative text 2. Asked student to read story and the meaning to take turns 3. Do the game with the aim of getting the most paragraph.
February 7 th 2020	1. Explain material about language features of narrative text 2. Used numbered heads together technique in classroom
February 13 th 2020	1. Explain material about generic structure of narrative text 2. Used numbered heads together technique
February 14 th 2020	1. Explain material about the type of narrative text 2. Discuss the assignment and answer together 3. Doing post-test

C. The Instrument of Research

This research instrument was used test, questionnaires, observations sheets, learning scenarios, and interview to collect the data.

1. Observation Sheet

Observation is a systematic process of collecting information, in which the researcher observes a given phenomenon in the natural environment (Queiros, Faria, and Almeida, 2017: 376). Observation sheets are given

to teachers to observe activities in the classroom, and to find the impact that appears during the learning process.

2. Questionnaire

Questionnaires are given to students to find out the responses toward the implementation of the Numbered Heads Together technique used by researchers in the classroom, it is line with Sukmadinata (2010) as cited in Risnaldi, Usman, and Achmad (2016: 117) stated that questionnaire as one of the media in collecting data has some excellences in which questionnaire can express someone's opinion or response.

3. Interview

Interviews are activities carried out directly or orally to solicit opinions. This interview was used to find out the responses from the teacher and students. Interviews were conducted with four students, namely two students with a high level and two low-level abilities. This research used structured interview, according to Queiros, Faria, and Almeida (2017: 377) structure interview is an assessment method design to get and compare responses from all the interviews, structured interviews typically offer a high response rate and the interviewer is present to explain the question to avoid misinterpretation from a respondent.

4. Test

The reading test is a narrative text with multiple choice question. The results of this test are to measure students' reading abilities used

Numbered Heads Together (NHT) technique. This test was given twice, namely:

a. Pre-test

This pre-test was given before using Numbered Heads Together technique in the classroom, to determine students' initial abilities.

b. Post test

A post-test is done after using Numbered Heads Together technique in class to find out if there are changes to students' skills after using treatment.

c. Rubric of students reading assessment

In this below is a reading assessment rubric from Prianggoro (2016) as follows:

Table 3.3 Rubric reading assessment

No.	Score	Explanation
1	Excellent score (91-100)	Demonstrate an excellent to very good understanding of the text and its relationship. Very good at identifying main ideas, supporting details and specific information. Almost no problems in understanding inferences. Little or no difficulty in recognizing vocabulary and structure. Answer 19-20 correct answer of 20 question given.
2	Very good Score (80- 90)	Satisfactory understanding of the text and its relationship. Good at identifying main ideas, supporting details and specific information. Few problem in understanding inferences little difficulty recognizing vocabulary and structure. Answer 16-18 correct answers of 20 questions given.

No.	Score	Explanation
3.	Good Score (70-79)	Good understanding of the text and its relationship. Able to main ideas, supporting details and specific information. Some problems in understanding inferences. Difficulty in recognizing vocabulary and structurestructure. Answer 14-15 correct answers of 20 question given.
4.	Unsatisfactory Score (0-69)	Fails understand the text and its relationship. Unable to identify main ideas, supporting details and specific information. Many difficulties in recognizing vocabularies and structure. Answer 0-13 correct answer of 20 questions given.

D. Data Collection Technique

1. Preparation stage

The researcher prepares instrument that will be used in research such as tests, interviews, questionnaires, observation sheets, and learning scenarios as follows:

a. Test

The test was used to determine the ability of students reading using the Numbered Heads Together technique. The test was a narrative text in the form of a multiple-choice question which consist of 20 questions. The indicator used in test as follows:

Table 3.4 Pre-test guideline table of specification

No.	Indicators	Item number	Total
1.	Finding the main idea/topic	16, 8	2
2.	Identifying the purpose of the narrative text	10, 11,	2
3.	Identifying generic structure of the text	9, 17,	2
4.	Identifying the type of narrative text	5, 19,	2

No.	Indicators	Item number	Total
5.	Finding stated and unstated details of the text	1, 7, 13, 18,	4
6.	Vocabulary	3, 14,	2
7.	Identifying references	2, 12, 20,	3
8.	Identifying moral value of the text	4, 6, 15,	3
			20

(Aprilia, 2015)

Table 3.5 Post-test guideline table of specification

No	Indicators	Item number	Total
1.	Finding the main idea/topic	6,12,	2
2.	Identifying the purpose of the narrative text	1,9	2
3.	Identifying generic structure of the text	3,19	2
4.	Identifying the type of narrative text	20,8	2
5.	Finding stated and unstated details of the text	2,7,13,14,16, 17	6
6.	Vocabulary	4,11	2
7.	Identifying references	10,18	2
8.	Identifying moral value of the text	5,15	2
			20

(Aprilia, 2015)

b. Interview

This activity aims to found the responses from the teachers and students difficulties' towards the implementation of the Numbered Heads Together (NHT) technique. Before conducting interviews with respondents, the researcher reads several references then makes questions that are following the research objectives.

c. Questionnaire

The questionnaire aims to find out the response from students toward the implementation of the Numbered Heads Together (NHT) technique. This questionnaire consists of 14 questions with five options namely, agree, strongly agree, neutral, disagree, strongly disagree. The indicator of the questionnaire used in this research as follows:

Table 3.6 Indicator of questionnaire

Indicator	Variable	No item
1. Attention	Enjoy learning	1,2,
	Easy to understand material of course	3,4,5
1. Relevance	Not boring	6,7,8
2. Confidence	Motivated to learn	10
	Improving individual critical thinking	9
3. Satisfaction	Rewarded in expressing opinion	13,14
	Dare to express opinion	11

(Muhlisin, 2018)

d. Observation sheet

The observation sheet is used to observe the research activities is following the scenario used. The item included is how the teaching activities in the classroom, how the teacher explains the material, and how to step to use the Numbered Heads Together (NHT) technique. Meanwhile, observation items for student included how student response to the teacher explain the material, how the student activities in the classroom, and checking student understanding.

e. Learning scenario

Learning scenarios were created to guide the learning process in class using the Numbered Heads Together (NHT) technique. The learning scenario contains conversations between teacher and students covering all activities during the learning process.

2. Implementation stage

At this stage, the researcher used all instruments such as, learning scenario to guide the learning process, observation sheet is carried out when the learning process takes place in the classroom, in this process the teacher observed all students and the researcher activities in the classroom. The test are give to students before and after the researcher implemented the Numbered Heads Together (NHT) technique in the learning process. The questionnaire and interview given to the student after the whole learning process has been completed.

3. Evaluation stage

After all the data from the instrument has been collected, then the data was analyzed to know how the implementation of learning scenario used the Numbered Heads Together technique (NHT) technique, the responses from students and teachers using the Numbered Heads Together (NHT) technique, student difficulties that occur when using the Numbered Heads Together NHT technique. Then, these data are complemented by writing research papers.

E. The Data Analysis Procedure

To analyze the data from research, the researcher carried out the following activities. In the first step, the researcher describes the result from observation sheets. Same with the observation sheet, the result of the questionnaire is calculated in percent form and described. Meanwhile, the recorded interviews from teacher and students are described in transcript form. The last instrument used was the pre-test and post-test. To get the results of the two tests, the researcher counted all the correct answers, then the results were summed up. The results of all the data were analyzed and conclusions were drawn to answer the research questions.