

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the research method, research design, respondent, instrument, data collection technique and data analysis.

A. Research Method

In conducting a research, the qualitative method was used. This method was chosen as this research explored the teaching and learning process of reading comprehension by using discovery learning through DRTA. According to Suparman (2009), a qualitative study is designed to proceed beyond the philosophical assumptions, perspectives, and theories into the introduction of a study. In addition, Nunan (1990:44) states that the general goal of a qualitative research is to provide rich and descriptive data about what happens in second language classroom. These two definitions imply that the focus of qualitative method is on descriptive data, rather than statistical data.

B. Research Design

Descriptive design was used. Gay (2000:315) mentions that descriptive research involved collecting data to test hypothesis or to answer question about the opinions of people about some topic or issue. The purpose of a descriptive research, he adds, is to examine a phenomenon that is occurring at a specific place(s) and time. This research used descriptive method to describe the teaching reading through DRTA strategy as well as students' and teacher's response of its usage.

C. Respondents

The respondents of the research means people who give the information for the research. The respondents of this research were an english teacher and seventh grade students at one of junior high school in Cimahi. These respondents were chosen as because several reasons such as:

1. The students had low interest in reading text
2. Only some students were able to pronounce words properly and correctly.
3. They were difficult to comprehend the reading text.

D. Instrument

To collect the data needed for this research, the following instruments were used:

1. Observation

The observation was done to get the information that was needed. The researcher collected the data by observing the class situation and condition in the teaching learning processes. The observation was conducted on March 19th, 2020. The researcher and the English teacher as the collaborator did the observation. The collaborator sat in front of the classroom and noted down the class activities in the teaching and learning process. The observation results were recorded in the form of field notes.

2. Test

To examine the improvements of students' reading comprehension ability after the implementation of DRTA, the researcher used tests. The test was in the form of multiple choices with 20 questions. The questions were related to descriptive text and element of reading text.

3. Interview

In this case, the researcher interviewed the teacher and students. The goal was to get responses about the students' difficulties in learning reading text. Then, in the implementation of DRTA strategy, the researcher interviewed the English teacher and the students in order to get more information about the implementation done. The interview was also used to gain the opinions and responses from the students after the implementation. The interview guidelines was developed from Muhlisin (2018). Response indicators: attention, relevance, confidence and satisfaction.

4. Questionnaires

In this research, the researcher used Likert Scale questionnaires. The purpose of the using this questionnaire was to obtain the information about teaching reading through DRTA strategy. There were twenty questions asked. Similar to interview, the questionnaires were developed from responses indicators proposed by Muhlisin (2018).

E. Data Collection Technique and Analysis

1. Observation

An observation sheet was prepare to determine the condition of the class, the observer took notes during the teaching learning process. During the activity in the class, the researcher also observed the students to supervise their activeness, attitude and participation in the class. The researcher analyzed the data and looked for a good solution of the observation as an

evaluation at the next meeting. The data of the observation was categorized, interpreted and concluded.

2. Questionnaire

In this research, the researcher gave the Likert Scale questionnaire after teaching learning process was finished. This questionnaire would represent the students' response difficulties in learning reading by using DRTA strategy. The result of the questioner was used to students' perceptions of the strategy used during the learning process. After getting data from the questionnaire, the researcher identified how many students answered "Strongly agree", "Agree", "Disagree" and "Strongly Disagree". The researcher calculated the results of students answer in the percentage form. Then the result was then categorized based on response indicators developed by Muhlisin (2018).

Table 3.2 Students' Responses Questionnaire Grid

No	Indicator	Item No	Total Number
1	Attention	1, 2, 3, 4, 5	20
2	Relevance	6, 7, 9, 11, 12	
3	Confidence	8, 10, 13, 15, 16	
4	Satisfaction	14, 17, 18, 19, 20	

Below the formula used to calculate students' Response :

Table 3.3 likert score

NO	Statement	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

The researcher calculate the results of the questionnaire such as

Y = Highest score x Respondents

X = Lowest score x Respondents

Index Formula % = $\frac{\text{Total Score}}{\text{Highest Score}} \times 100$

The score gained was then interpreted by using the interval below:

- a. Point 0% -24,99% = Strongly Disagree
- b. Point 25% - 49,99% = Disagree
- c. Point 50% - 74,99% = Agree
- d. Point 75% - 100% = Strongly Agree

3. Test

The test was given to find out students' difficulties in learning reading through DRTA strategy. In the test, there was 20 multiple-choice questions. The researcher scored 5 points for the right answer and 0 point for the wrong answer. If students could answer all questions, students will got 100 points. The result of

the test was also categorized based on the elements of reading and characteristics of descriptive, it can be seen in the following:

Table 3.4 Specification of Reading Test

No	Genre	Indicators	Item Number	Total Number	Total Number
1.	Descriptive text	Finding the topic/ main idea	13, 14	2	20
		Generic Structure	5,6	2	
		Understanding References/inference	1, 17, 11, 12	4	
		Making conclusion	15, 16, 17	3	
		Detail	18, 19, 20	3	
		Language features	2, 3, 4, 8, 9, 10	6	