

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research method, research design, respondent, instrument, data collection technique and analysis

A. Research Method

This research used qualitative method. Qualitative research was chosen because it could investigate the situation deeply, especially the implementation of SQ4R in problem-based learning. This is in line with Bachman (1998) who argues that qualitative research results provide the relationship of information processing with performance specifically and deeply. The method was also chosen as it produces the thick (detailed) description of participants' feelings, opinions, and experiences; and interprets the meanings of their actions (Denzin, 1989). This was in accordance with the aims of this study which attempted to investigate students' and teacher's response as well as difficulties to the use SQ4R in problem based learning.

B. Research Design

The design of this research was descriptive. This was because descriptive research described the object or subject being studied in accordance with what it was, with the aim of describing systematically, facts and characteristics of the object being studied appropriately (Creswell, 2003). According to Hidayat (2010), descriptive research is a research method used to find the widest possible knowledge of the object of research at a certain time. Punaji (2010) states that, descriptive research is research which purpose is to explain or describe an event, condition, object whether a person, or everything related to

variables that can be explained using either numbers or words. Meanwhile, Sukmadinata (2006) states that descriptive research is a form of research that aims to describe the phenomena that exist, both natural phenomena and man-made phenomena.

C. Respondents

Respondent is defined as a person who is giving help or information. The respondent of the study was tenth grade students of Senior High School in Sukaresmi. Researcher used social sciences class. This class consisted of 33 people: 15 male and 18 female. The respondents of the research was chosen as they learnt narrative text. This material suited with the topic of this research.

D. Instruments

1. Observation

Observation is a way of collecting data in the research which the researcher observes in the classroom activity. It was used to find out the implementation of SQ4R, students' response to its usage, and their difficulties in learning reading. The observation sheet was used. It was used during teaching and learning process.

2. Questionnaires

Questionnaire is the list of questions or statements that are given to participants. Sugiyono (2008: 142) explains that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. The aim of questionnaire in this research was to know students' and teachers' responses, to the use of SQ4R

technique in teaching reading. The questionnaire was in the form of Likert Scale, which had 1-5 range. It consisted of 18 questions that were developed from Muhlisin's (2005) response indicator. Muhlisin states four indicators of response: attention, relevance, confidence, and satisfaction. The questionnaire was distributed at the fourth meeting.

3. Test

The test aimed to find out students' difficulties in reading. Test was in the form of multiple choices question. There were 25 questions related to narrative text and reading elements. The test was done after finishing the teaching and learning process on the last meeting.

E. . Data Collection Technique and Analysis

Data collection is a process of collecting information from all the relevant sources to find answers to the research problem. In this research, there were some steps that were conducted in gaining the data from beginning until the end of teaching learning process. The steps were as follows:

1. Observation

Observation was conducted in three meeting starting from 28 January 2020 to 18 February 2020. During the process, students' attitude, response, and activeness were observed / monitored. The data gained was then categorized in each meeting. It was then analysed and interpreted.

2. Questionnaires

The questionnaire was given at the end of the meeting. The data gained from questionnaire was calculated in the form of percentage, and it was categorized based on

students' response indicator. The next step was interpreting the data by using the related theories.

Students' responses questionnaire grid

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

3. Test

The test was given at the end of the meeting. This test was given to find out the result of students' reading comprehension after the implementation of make a match technique. However, it did not attempt to find out the effectiveness of the technique. It was used to know students' difficulties and to discover of how many students whose score passed the standard minimum score. The data was then used to support the discussion

Specification of Reading Test

No	Genre	Indicators	Item Number	Total Number	Total Number
1.	Narrative	Finding factual Information	2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 16, 17, 19, 20	15	30
		Finding the topic/main idea	1,23,29,30	4	
		Language Features	24, 25,27	3	
		Generic Structure	22, 26, 21, 9, 18, 21	5	
		Making conclusion	10, 15, 28	3	