

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology of the research. It covers the research method, research procedure, the subject of the research, data collection technique, research instrument, and data analysis technique.

A. Research Method

According to Nunan (1992), research is a process of formulating questions, problems, or hypotheses, collecting data or evidence relevant to the questions/problems/hypotheses, analyzing and interpreting the data. According to Kothari (2004), research methodology is a way of solving problems. The research method of this study is qualitative descriptive. This type of research does not include any calculation or enumeration. Setiana (2015), qualitative descriptive method means just give a description about the content of this research and did not calculate the data of this research. Regarding Gall and Borg (2007) in Hossein (2015), descriptive qualitative more concerned with what rather how or why something has happened.

B. Research Procedure

In collecting the data, the writer applied the procedure and took three meetings for eighty minutes per meeting in the class for the writer to collect the data. Research procedure that has been conducted were the preparation procedure, implementation procedure, and evaluation procedure. The description as follows:

1. Preparation procedure

The first step taken by the writer at this stage of preparation is the writer made an agreement with the school with a permission letter to conduct the research from faculty. Thenceforth the writer submits a research permit letter to the intended school to conduct the research, the writer consults with principals and English teachers to observe the activities, students' need and conditions of the class to then determine which class to conduct the research based on the writer aims. And then the writer prepared the learning instruments and learning activities.

2. Implementation procedure

In the first meeting, the writer conducted the first and second steps. The first step is introduced of students and teacher, material and technique. In this research, the writer using two stay two stray strategy to teaching reading narrative text. The second step is divided the class group and discuss material about the narrative text. In the second meeting, the writer conducted the third to the fifth step. After the writer divided students into groups, the writer gives the material in the form of text and video. The material provided consisted of two narrative texts and their videos. The third steps, the writer gave the worksheet to execute by students. And then the writer instructed students to discuss and work in a group on the worksheet that has been given. The fourth, teacher instructed two members of each group to leave the group to visit the other group to looking for information. The fifth, teacher instructed other two members who stay in the group have tasked to share the information and the result from the discussion to their guests.

In the third meeting, the writer conducted the sixth to the eighth step. The sixth, the guest excused to return to their group and report what they find in the other group. The seventh step, student compare and discussion the result of their work in a group. The eighth step, the teacher instructed the representative from each group to present the result of the discussion. The teacher gives appreciation to each group and gave the test. In the last meeting, the writer interviewed nine students with criteria of three students as high achiever, three students as a moderate achiever, and three students as low achiever. The writer also gave the questionnaire to all of the students.

3. Evaluation Procedure

In this stage, the writer attain an evaluation of the previous phase by observing the classroom condition during the learning-teaching process and interview the representative from each group about the learning-teaching process.

C. The Subject of the Research

This research has conducted in the eighth grade of SMPN 2 Cimahi in the academic year 2019/2020. The writer chose this school because it is one of a favourite school in Cimahi and the distances covered by the writer. In this school, eight grade consists of 11 classes, from VIII A until VIII K. For this research, the writer chose VIII I because this class was very active and communicative. In addition, this class need more attention to comprehend the material, especially in the English subject. Therefore, the writer thought that this class was proper with the aims of this research. VIII I consist of 33 students. The English teacher of this class is Mr. Nugraha Mukti. The teacher was very friendly and creative to improve students

speaking skill. That is why this class was very communicative than other class. From this background of this class, the writer expected that two stay two stray strategy was helpful in teaching reading.

D. Research Instrument

Based on Sanjaya (2013), research instrument is a tool used to collect research data. A research instrument is important to help the writer collect the data and finally draw a conclusion from the data reveal. To gain the data, some instruments used in the research are document analysis, questionnaire, interview, test, observation.

1. Document Analysis

The writer used the document analysis to answer the first research question. In this case, the document analysis is used to see how the scenario and implementation of teaching reading narrative text using two stay two stray strategy. The data collected from the students of a class in the junior high school in Cimahi that become the subject of the research. According to Fraenkel et al. (2012), as cited in Prawira (2017), the writer used document analysis due to several grounds which are to gain descriptive explanation regarding a topic, to check the study's results, and to obtain beneficial information related to educational matters. The documents analyzed in this study are lesson plans, teaching scripts, and photos and videos that have been taken. In this research, the writer took a photo and video to document the teaching-learning process in the class.

2. Questionnaire

The writer used the questionnaire to answer the second and third research question. A questionnaire is the list of questions or statements that are given to participants.

A questionnaire is a technique of collecting data that is done by giving some questions or statements to the respondent. In this research, the writer makes five items statement related to student and teacher response and student difficulties in teaching reading narrative text using two stay two stray strategy.

3. Interview

The writer used the interview to answer the second and third research question. The interview is the activity where the writer asks the students' opinion and their feeling toward the teaching strategy and their responses and their difficulties in learning to use two stay two stray strategy. Based on Lewaherilla (2011), interview was done to get information from the students and collaborator about their personal perception, experiences, and ideas.

4. Test

The writer used the test as the instrument to answer the third research question. The test contained thirty-five multiple-choice questions with four option (a, b, c, and d) about Indonesian fable entitled "The Ant and The Dove" and Fairy tale entitled "Little Red Riding Hood" of narrative text. The test was given to all students at the third meeting after all material is given and all stages of implementation two stay two stray is finished.

5. Observation

According to Darlington (2020) said that observation is a very effective way to finding out what people do in particular contexts, the routines and interactional patterns of their daily lives. Observation is an activity carried out by the English teacher as an observer during the teaching and learning process. This activity is

administered so that the teacher can monitor the students and writer's attitude and participation when teaching by certain approach, method or technique.

E. Data Collection Technique

To collect the data, the writer used document analysis, questionnaire, interview, test, and observation. The technique for collecting the data as explained below:

1. Document analysis

Documentation is a process of getting information from printed or recorded materials related to the research topic. Sutopo (2002), said that written document are sources of research, which often have an important role in qualitative research. Thus, the document is used in research because of some reasons: a document is a source of research, which is stable, rich and supported; it is evidence to tasting and it has the natural characteristic, so it is appropriate to qualitative research. In this research, the writer collects the data from the printed data and recorded data. For printed data the writer prepared lesson plan, syllabus, and teaching script. For the recorded data the writer took the photos and videos to document the learning activities in the class. The writer took a photos and videos every meeting from the class began until the end. This technique was used by the writer to support the data collection from observation and interview.

2. Questionnaire

The questionnaire consists of ten open-ended questions to know their response toward the implementation of two stay two stray strategy and to know how the writer as a teacher handle and manage the class. The questionnaire has been given by the writer to the student with share a paper to students to gain the written

information about the teaching and learning process using two stay two stray strategy in the class. The writer gave seven questions on the questionnaire in which these questions were displayed on the screen so that they could be seen by all students. Students fill out the questionnaire on a piece of paper, one student one paper. Students fill out questionnaires on their desks for thirty minutes each. When the time is over, the writer instructs students to collect the paper by the teacher by collecting it on the teacher's desk.

3. Interview

The interview has been done by the writer to the respondents orally to gain detailed information. According to Sutopo (2002) said that interview in the descriptive qualitative research is generally done by giving the opened questions which purposed to gain the deep information and it is done by using the unstructured formally things to get the views of the subject observed about many things that bring advantages for gaining the detailed information. The writer is done through. The interview was used by the writer to find out what are the difficulties encountered in the learning process, and how the implementation of the strategy is used in the teaching-learning process. The writer interviewed the English teacher and nine students in the class. The students who have been interviewed are the three students who are high achievers, moderate, and low achiever at the class.

The interviews were aimed at getting information directly about of material used and evaluation in the teaching-learning process on reading narrative text using two stay two stray strategy.

a. Interview the English teacher of VIII I

For the English teacher, the writer asked about how the teacher teaches reading and what problem faced by the teacher during the teaching and learning process. The writer proposed four questions before conducting the research about (1) The teacher opinion about the students' interest and achievement to study English especially in reading, (2) Teacher teaching strategies use to teach reading, (3) The importance of whether or not to use strategies in teaching reading, (4) The writer strategy to be used in the classroom.

After conducting the research, the writer proposed four questions about (1) The difficulties experienced by students when learning takes place, (2) Teacher's effort in overcome student difficulties during the learning process, (3) Teacher opinion about TSTS strategy to the students' achievement, (4) Teacher opinion about TSTS strategy is suitable to be applied or not.

b. Interview the representative of the students

To get additional data, the writer took the data from the students about the teaching-learning process. The teacher gives questions to students using Bahasa Indonesia so that students easily understand the teacher's questions. The interview was held after observation to clarify the students' responses to teaching reading. The writer asked nine questions to nine students as representative three students as high achiever, three students as moderate achiever, and three students as low achiever and the questions about (1) Student's understanding of the material delivered by the writer, (2) Part of the learning that not understood by students, (3) The difficulties faced by students during the learning process, (4) Interesting or not learning in groups,

(5) Unattractive part in the learning process, (6) The boring part of the learning process, (7) An impression of the material presented in group learning, (8) The benefits of group learning, (9) Students' opinion about there is or not the lack of learning in groups.

4. Test

The writer gave the test to the class. The test was conducted in the fourth meeting after giving the treatment using Two Stay Two Stray Strategy. The test had thirty-five multiple-choice questions of narrative text, and multiple choice consists of a, b, c, and d. The purpose of giving the test was to know the student's reading comprehension. The writer gave allocation time to finish the test for 30 minutes.

5. Observation

Observation is a kind of activities in action research that enables writers to document and reflect systematically upon classroom interaction and events, as they occur rather than as we think they occur (Burns, 2009). Thus, the observation is observing the object by the data, not only the document, which is observed the writer also uses an interview with the students and teacher to get some information. The writer observed on February with the eighth-grade students of SMPN 2 Cimahi in the academic year 2019/2020 as the object of the research. The writer observed in class VIII I that the class was very active. The class consists of 33 students. The writer observed how the teaching-learning process and what are the difficulties that faced by the students during a learning process.

The writer was conducted by the research about four times in the classroom. The writer collected the data by doing observation and noted down everything that could

be caught by the writer's sense. In these activities, the writer observed the students' attitudes, class condition, and learning process. At the beginning of the lesson, the writer observed and noted down how the teacher opened the lesson by giving several questions and how the students responded to the teacher's questions. Then the writer explained the material. The observation was done by the writer and the English teacher as the collaborator. The observation results were recorded in the form of an observation sheet.

F. Data Analysis Technique

Data analysis is the process of systematically processing, searching, and arranging the interview transcripts, field notes, and other materials that are accumulated to increase your understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2014).

The technique of analyzing data of this research was applied by using qualitative data. The data was used to describe the situation during the teaching-learning process. In this research the writer analyzed the qualitative data based on Miles and Huberman (1994) theory there are three main components: data reduction, data display, and drawing and verifying conclusion. These components would explain below:

1. Data reduction

Based on Siyoto and Sodik (2015), reducing data that is summarizing. In addition, choosing with important matter and discard all irrelevant information. This refers to the process whereby the mass of qualitative data came from interview transcripts, field notes, observations, and questionnaire.

2. Data display

To conclude the mass of data, Miles and Huberman suggest that a good display of data, in the form of tables, charts, networks, and other graphical formats is essential. After reducing the data, the writer displays the data into good sentences.

3. Drawing and verification conclusion

In this phase the writer make a conclusion and verify of all the data that has been obtained. In this study, the writer drawing conclusion from observation datam questionnaire data, and interview data.