CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research design, research subject, data collection and data analysis.

3.1 Research Design

Research design is a method that is used in collecting and analyzing the data to solve the problems. Ary et al., (2010) stated that research design is the researcher’s plan on how to continue to get an understanding of some groups or some phenomena in their natural setting. In selecting the research design, there are two kinds of research method, quantitative research and qualitative research. According to Ary et al., (2006) descriptive qualitative research is designed to obtain the real data in the form of words rather than numbers, and to understand the phenomenon, a process, and a particular point of view from the perspective of those involved.

The writer used a descriptive qualitative because it aimed to obtain the information about the methods used by the teacher in teaching reading, the way the teacher used the methods in teaching reading, and the students’ response toward the use of those methods at the tenth grade at SMA muhammadiyah 1 Malang.
3.2 Research Subjects

The subject of this study is one English teacher who teaches the tenth grade students at SMA Muhammadiyah 1 Malang. The researcher selects the tenth grade at SMA Muhammadiyah 1 Malang because, based on her preliminary study, she found that the students get difficulties to answer the questions from the texts and interpret the main idea with specific details.

Therefore, the researcher wants to know the methods used by English teacher in teaching reading and the students’ response toward it. In this study, the researcher took the English teacher as the research subject because she is the only one of English teacher who teaches the compulsory English subject for the tenth grade at SMA Muhammadiyah 1 Malang. She has been teaching English since 2003 until now. So, she has already been teaching for fourteen years at SMA Muhammadiyah 1 Malang. Furthermore, she had joined several English teacher workshops and seminars. The researcher also takes the tenth grade students as the research subjects to get the reliable data of students’ response toward the methods used by the English teacher in teaching reading.

3.3 Data Collection

Data collection consists of the techniques and instruments and procedures employed in the research.

3.3.1 Techniques and Instruments

In this study, the researcher used three kinds of techniques and instruments to collect the data, namely observation, interview and questionnaire.
3.3.1.1 Observation

According to Ary (2010:431), ‘Observation is a basic method for obtaining data in a qualitative research. It is taken as the research technique to collect the data from the participants’. By conducting the observation, the writer gets the data accurately since he/she could see the phenomena that happens in the teaching learning process. According to Ary (2010), there are two kinds of observation. The first is participant observation. In this case, the observer actively participates and becomes an insider in the event being observed so that she or he experiences events in the same way as the participants. The second is non-participant observation. In this kind of observation, the observer does not participate in the situation being studied but only an observer.

In this study, the writer used non-participant observation to know the accurately about the way the teacher used the methods in teaching reading. The writer conducted a non-participant observation because the she just obtain the data about the way the teacher used the methods without participating in the class activity. So, she just paid attention to the teacher and observed the teaching learning process in the class.

In order to facilitate the observation, the writer used observation checklist and field notes. An observation checklist is a list of things that an observer is going to look at when observing the teaching learning process in the class. In this study, the observation checklist has a list of the activities of using the methods in the reading class. Moreover, the researcher took important notes by doing observation, the researcher get the result of field notes in order to know the
methods used by the English teacher and the way how the English teacher applied the method in teaching reading.

3.3.1.2 Interview

According to Ary (2010:438), interview is divided into three types: structured, unstructured and semistructured interview. Structured interview is designed for the specific purpose of getting certain information from the subjects. It means that the interviewer makes a list of questions that will be asked to the interviewee. Unstructured interview is an interview which is a conventional type of interview in which the questions arise from the situation. It means that the interviewer gives the questions to the interviewee spontaneously based on the situation. The last, semistructured interview, is combination of both structured and unstructured types. It used a list of questions to explore the topic more detail.

In this study, the writer used the structured interview because the writer used a list of questions as a guide of the interview about the methods used by the teacher and the way the teacher used the methods in teaching reading, and the researcher used a formalized list of the questions about the methods used by English teacher, the way to apply methods used by English teacher, and the students’ response toward methods used by English teacher.

In this case, the researcher used an interview guide as the instrument of interview to facilitate her to gain information about the teaching methods used by English teacher of tenth grade at SMA Muhammadiyah 1 Malang.
3.3.1.3 Likert Scale

Likert scale is one kind of questionnaire which has the same function as a questionnaire. According to Ary (2010:209), “Likert scale (a summated rating scale) assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, undecided, disagree or strongly disagree”. It means that Likert scale is used to indicate the assessment or judgement about an action by giving the statements and asking them to respond it by using those indicators, from “strongly agree” to “strongly disagree”. Each response is associated with a point value, and an individual’s score is determined by summing the point value of each statement. For example, the following points values are typically assigned to positive statements. SA=5, A=4, U=3, D=2, SD=1. An example of a positive statement is “poor people are entitled to get the same health insurance as rich people”. Score 5 or 4 on this item would indicate a positive attitude toward equal health insurance for poor people. A high total score across all items on the test would indicate an overall positive attitude or respond.

In this study, the likert scale was given to students, and it is written in Bahasa Indonesia to avoid the students misconception and misunderstanding. The likert scale was used to obtain the data about students’ response toward the methods used in teaching reading at SMA Muhammadiyah 1 Malang.

3.3.2 Procedure of Data Collection

In this study, the writer collected the data by using observation, interview and likert scale. The interview is conducted to get the data about the methods used
by the teacher in teaching reading and the way the teacher used the methods in teaching reading. The observation is conducted to know the data accurately about the way the teacher used the methods in teaching reading in the class. Likert scale is given to know how the students’ response about the methods used by their teacher.

The procedures in collecting the data:

1. Preparing the observation checklist.
2. Observing and taking note from the teaching learning process at the reading class.
3. Preparing the interview guide
4. Interviewing the English teacher.
5. Writing down the English teacher’s answers.
6. Preparing the likert scale.
7. Distributing the likert scale to the students.
8. Collecting the students’ answers.

3.4 Data Analysis

After collecting the data, the researcher analyzed them with the following steps:

1. Classifying all of the data that had been collected from observation and interview based on the statement of the problems.
2. Counting the mean score of each students’ answer by using mean score formula below:
Where:

\[
\bar{x} = \frac{\sum x}{N}
\]

- \(\bar{x}\) = mean
- \(\sum\) = sum of
- \(X\) = raw score (each student score)
- \(N\) = the items of the likert scale

The result of this computation reflects the response of each student.

3. Finding the mean score of each student.

4. Making the categories of students’ response based on the range of scale criteria below:

<table>
<thead>
<tr>
<th>Student’s score Likert Scale</th>
<th>Students’ response</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>Very positive response</td>
</tr>
<tr>
<td>69-84</td>
<td>Positive response</td>
</tr>
<tr>
<td>53-68</td>
<td>Moderate response</td>
</tr>
<tr>
<td>37-52</td>
<td>Negative response</td>
</tr>
<tr>
<td>20-36</td>
<td>Very negative response</td>
</tr>
</tbody>
</table>

5. Making categories by classifying the frequency of the students who had the same score.

6. Counting the mean score of all students answers by using the mean score formulate below:

\[
\bar{x} = \frac{\sum fx}{N}
\]

Where:

- \(\bar{x}\) = mean
- \(\sum\) = sum of
- \(X\) = raw score
- \(N\) = total students
\[ f = \text{frequency} \]

The result of this computation yields the response of the whole subject.

7. Classifying and tabulating the students’ responses.

8. Describing the methods used by the teacher in teaching reading.

9. Describing the way the teacher used the methods in teaching reading.

10. Describing the students’ responses.

11. Interpreting the data and making conclusion.