

CHAPTER III

RESEARCH METHODOLOGY

1. Form of Research

The researcher will use descriptive method because it is suitable for the purposes of this study. According to Singh and Nath (2007: 229), a descriptive study describes and interprets what it is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions. This study employed qualitative methods for data collection used. The descriptive research involves collecting data to answer research questions concerning the current status of the subject of the study.

2. Research Participant

In this research, all of the students of year eleventh of SMA Karya Budi Putussibau in the academic year 2018/2019 become the research participants of the research. The total of research participants of this study are 118 students.

Table 1.1 the Population of the Research:

NO	CLASS	NUMBER OF STUDENTS
1.	XI MIPA	34
2.	XI IPS 1	28
3.	XI IPS 2	27
4.	XI IPS 3	28
TOTAL		117

Source: School Office of SMA Karya Budi Putussibau

In deciding the subjects of this research, the researcher will use purposive sampling. Creswell (2003:185), states that purposive sampling is a selection of sites or participants that will best help the researcher understand the problem and the research. There are four classes in eleventh grade. The researcher chooses XI MIPA because the teacher used this strategy in this class. Moreover the researcher found that the majority students in the class want to learn more than the other class even the students have different background knowledge but the students have desire to learn. The researcher can say that class is active than the others. Therefore the researcher believes the class will help the researcher to conduct this research.

3. Technique and Tools of Collecting Data

a. Test

In this research, the researcher will use reading test as the first tool to measure the students' mastery in reading comprehension. According to Ary, *et al* (2010:201), "A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned". The test is given to know the comprehension of students in reading when they use DRTA as the strategy. The researcher will use multiple choices and there are 25 items for the test. The items consist of several texts, and each question contain of five indicators in reading comprehension.

b. Interview

The second tool in this research is interview. The purpose of the interview is to get information how useful DRTA in students reading comprehension and their responses toward the strategy. According to Creswell (2012: 217), a qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record the student answers. When conduct this

interviews, the researcher will use mobile phone to help researcher record if it is impossible to take notes on all that is said during an interview.

Recording also makes it possible for the researcher to give full attention to the context of the interview. After that, the researcher transcribes and types the data into a computer file for analysis.

Koshy (2005: 92) states semi-structured interviews allow the researcher to probe further during the interview. With semi-structured interviews the researcher expected the participant will share their ideas comfortably. So the interviews feel like a natural exploratory conversation. In this section, the researcher will interview the teacher and several students.

c. Observation

The researcher will use observation as the third tool. According to Burn (2010: 80), observation enables researchers to document and reflect systematically upon classroom interaction and events as they actually happen rather than as we think they occur. In this study, researcher will use field note as an observation. Based on Creswell (2012: 216), Field note is text (words) recorded by the researcher during an observation in a qualitative study. In field note the researcher noted all of the situations in the class.

Here the researcher becomes a nonparticipant observer. Creswell (2012: 214) states a nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of participants. In addition Koshy (2005: 98) states, nonparticipant observation is less subjective. The latter involves observing actions and interactions, perhaps sitting in a corner of the room, silent, but attentive. Based on those experts above the researcher concludes that nonparticipant observer is the researcher doing the observation without become as the participant. The

researcher just sits on the periphery (back of the classroom) to watch and record the phenomenon under study.

4. Technique of Data Analysis

This research will use qualitative data. According to Fraenkel and Wallen (2009: 440), qualitative researchers use three main techniques to collect and analyze their data: observing people as they go about their daily activities and recording what they do; conducting in-depth interviews with people about their ideas, their opinions, and their experiences; and analyzing documents or other forms of communication.

Based on Cresswell (2012: 239 - 240), the hand analysis of qualitative data means that researchers read the data, mark it by hand, and divide it into parts. He pointed out hand analysis is easily to easily keep track of files and locate text passages if there are small database. Therefore to analyze the test, researcher using the hand analysis because researcher only choose one class to be analyzed.

The technique to analyze the data from the test is:

Individual Score

The students' score are gained by the formula as follows:

$$X = \frac{R}{N} \times 100$$

Note:

X = Score

R = *the right answer*

N = *Number of test*

(Adapted from Franckel and Wallen 2009:192)

Table 1.2 Criteria of Test

No	Category	Interval
1.	Excellent	90-100
2.	Good	80-89
3.	Average	73-79
4.	Poor	60-72
5.	Fail	40-59

(Best and Khan, 1994: 343)

To analyze the data from the interview and observation as qualitatively data, the researcher used triangulation. Miles and Huberman (1994, 10 – 11) define analysis as consisting of three concurrent flows of activity below:

1. Data Reduction.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up files notes or transcriptions. Even before the data are actually collected, anticipatory data reduction is occurring as the researcher decides (often without full awareness) which conceptual, and which data collection approaches to choose. As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making clusters, making partitions, writing memos). The data reductions/transforming process continue after fieldwork, until a final report is completed.

2. Data Display.

After the data was reduced, the second step is to data display. Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action.

3. Conclusion Drawing / Verification.

The third step in qualitative data analysis is the conclusion and verification. The initial conclusions are still transient, and will change if there is no strong evidence to support the next stage of data collection. Thus in making the conclusion required valid and consistent evidence when the researchers took to the field.