CHAPTER III

RESEARCH METHOD

3.1 Research Design

Research design is a plan on how to process researcher to gain an understanding of some groups or some phenomena in natural settings (Ary, 2002: 426). Based on the problems and research objectives, the researcher decided that this study used a qualitative descriptive study design, because the researcher wants to analyze the implementation of learning narrative text to understand the content of it. Therefore, descriptive research design is considered as the most appropriate using in this study because the purpose of this study was to describe the teaching and learning activities to read and understand the contents of the reading and to analyze the students' ability to read properly in the classroom.

Ary (2002: 22) explains that qualitative research focuses on understanding social phenomena from the perspective of human participants in this study. Researcher should choose the specific design of the study and also want to generate a theory about the implementation of reading comprehension in the paraphrase. This study aims to find out: How does the teacher implement paraphrasing in teaching reading narrative? How do the students response paraphrasing in teaching reading narrative? In this study, the researcher used a descriptive qualitative method.

3.2 Subject of the Study

The subjects are teacher and students in the eighth grade junior high school SMP Islam Duduk Sampeyan Gresik . The reason why the researcher chooses only class VIII is take the data because the majority of 8th grade students are less able to understand the reading for paraphrase, the implements teaching reading narrative text.

Researcher chooses teacher as research subjects because researcher wants to know how teacher implements teaching reading narrative through paraphrase.

3.3 Data and Source of Data

3.3.1 Data

The data is expected to include information about how to understand what the students understanding of reading narrative text. Research data related to the research focus. In this case the researcher gives some notes in observation checklist which contains questions for students and an interview to the English teacher who taught the class. The researcher can conclude what obstacles faced by students in understanding the content of reading narrative.

3.3.2 Sources of the Data

The data and information required to be obtained from two main sources: Human and Non – Human. This human study is including students and teacher of English in the 8th grade. Furthermore, the data sources associated with the non-human inform any documents related to the lesson plan and students worksheet.

3.4 Research Instrument

The Instrument is needed to collect the data. In qualitative research, the main instrument to collect the data is the researcher herself (Arikunto, 2006: 17). In this study the researcher will conduct classroom observation. So, the researcher will be describe to collect the data. While the instrument to collect the data is observation, interview and documents.

3.4.1 Observation

Observation is the most basic method for obtaining data in qualitative research. In this study the researcher uses non participant observation. Non participant observation

means the observer without participating or taking any active part in the situation (Ary, 2002: 430). In tis observation, the researcher will do a observation checklist.

In this study the researcher uses observation checklist gives some notes and describe in the class room during the teaching learning process. Observation checklist used to describe the phenomena dealing with the implementation of student to understand the content in teaching reading skill. The phenomena observed is including the point about the teacher's activity, the students' activity, teaching and learning process, material, and media.

According to Best (1981: 162) the check list is the simplest of the devices; consists of a prepared list of items. The presence or absence of the item may be indicated by checking yes or no this is done to determine the observation checklist.

1.4.1. In depth Interview

The qualitative research interview seeks to describe the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. For a comprehensive presentation of this method (Jaber F. Gubrium and James A. Holstein's : 2002).

In-depth interviews are optimal for collecting data about an individual's personal history, perspectives, and experiences, particularly when sensitive topics are being explored (Morgan, 1988 as cited in Bogdan and Biklen 1988). Interviewing is conducted by researcher with the subject of some students and teacher. Researcher chooses English teacher who taught the class to get answers from the research questions. The interview is about the learning process, the implementation of reading narrative comprehension through paraphrase and the advantages and disadvantages in the implementation of learning to

teaching reading narrative through paraphrase. Researcher also interviewed several students related on how students learn to read as well as comprehension through paraphrase in reading narrative text.

3.4.3 Documents

Another form of data is the documents. Documents are some sources which is written (Arikunto, 2006: 158). The documents will be taking by the researcher such as; lesson plan, students' written task, and material that is used by the teacher to teach reading.

3.5 Data Collection Procedure

According to Bogdan and Biklen (1998: 50) in colleting the data, there are three techniques in qualitative research: (1) Non participant observation, (2) In-depth interview, (3) Documents. There are some steps that the researcher do as the procedure to collect the data:

1. Describing observations about the analysis of students in reading and understanding the intent that exist in the literature. The researcher come to the class observed by noting some of the activities of the teacher and student activities when students read with repeated reading technique and underline the difficult vocabulary, and how students are able to understand the content of reading.

2. Interviewing teacher about the material that the teacher used in the classroom.

3. Interviewing several students to know their responses about reading in learning to understand the content of reading

4. Taking some documents such as; the lesson plan, material, students' worksheet. Then, the researcher will analyze the document to cross check with observation.

3.6 Data Analysis

In this study, the data obtained from the learning process in the classroom. The researcher describes the interaction data class when the teacher explains about teaching reading narrative materials, and the researcher also identifying students to be able to apply what has been explained by the teacher, that's where researcher can determine whether or not students are able to understand a text through paraphrase. In qualitative analysis there are three concurrent flows of activities: data reduction, data display, and conclusion drawing / verification (Miles and Huberman, 1994: 10-11).

3.6.1 Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. The first data reduction, the researcher used pre-reading activities, while reading activities and post reading activities related with the teacher explained the material, giving assignment for the students and help students in understanding paraphrasing. The researcher will fill the observation checklist based on the give some notes during the teaching learning process. The second data reduction was the data from depth interview with the teacher and the student and to analyze and cross check with observation checklist. The third data reduction was from study any document that the teacher used during teaching and learning process. After the researcher chooses the subject and collecting data, here the researcher makes data into a form and then developed with a good report, from the collection of the data that has been obtained and will be made into a report that can be used as references for teacher.

3.6.2 Data display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action. The display included many type of matrices, graphs, chart, and networks (Nur Rohma Nazillah :2011). The first data display was from recording observation. The researcher will display the transcribes in appendix and transcribes the data paraphrase of students and the students response to teaching reading narrative through paraphrase.

The second data display was observation checklist tool. The researcher displays the observation checklist by using list of table. The purpose of observation checklist is to display what happening activity in the classroom. The third data display from depth interview with the teacher and the student and the researcher write it to make the reader understanding its content. The researcher will display the writes the interview in appendix. The fourth data display is from any document. The researcher collects some documents such as; lesson plan, student's worksheet.

3.6.3. Collecting drawing/verification

Collecting Drawing/verification is the product of checking one or more aspects of the research process to ensure that they are a true representation of what actually occurred or are clearly derived from the analysis. Within qualitative research, this often occurs once the raw data have been gathered (Claire Ballinger : 2008).

In this process, the researcher will conclude all the data obtained from teacher, students as well as the existing document. From all the data obtained by investigators will conclude here, what percentage of students are able to understand the reading narrative

through paraphrase, and how the implementation of the English teachers in the

implementation of the system reading comprehension through paraphrase