

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes the research methodology. It consists of research design, the subject of the study, and the instrument of the study, data collection and data analysis. The researcher explains them one by one as follows:

1.1 Research Design

This is a study done to find out how the implementation of cooperative STAD and how the students' responses to using STAD in teaching reading comprehension at 7th grade of SMP Islam Manbaul Ulum Giri .To answer those problems, the researcher came to the classroom and observed activities of the teacher and the students when the teaching learning process happened. According to field of study the research describes the nature setting that is the real situation which happens in the class and also analyzes the students' score in a descriptive way. Therefore, the research design of this study is descriptive qualitative study.

1.2 Subject of the Study

The researcher chooses SMP Islam Manbaul Ulum Giri, Kebomas-Gresik as the observation setting since the teacher of this school applied cooperative learning STAD in teaching reading especially for seventh B grade. The subjects of the study were students of the seventh grade of SMP Islam Manbaul Ulum Giri which consists of 29 students. There were 18 males and 11 females. They studied English twice in a week. The duration of each meeting was 70 minutes.

1.3 Setting of the Study

This school is located on Jl. Sunan Giri VII/23 Kebomas Gresik which is near from the street but the condition is not too crowded so that the students can still study pleasantly. Besides, there is a library to facilitate students in studying English and the school using moving class. The teacher also gives extracurricular lesson to the students who wants learn more about English.

1.4 Instrument

According to Sandelowski (2000:337) Qualitative descriptive studies tend to draw from the general tenets of naturalistic inquiry. As the nature of qualitative descriptive research, the Writer as the researcher becomes the main instrument of the study. It means that the researcher describes the phenomenon found during the process of the study as it occurred naturally; there is no manipulation. The researcher observed the process of teaching reading using cooperative STAD and the students' responses toward learning using cooperative STAD. Cooperative STAD applied in teaching reading. The data of the study were obtained from the result of observation checklist, questionnaire, and interview. Besides, the teacher also uses the recorder in order to record the conversation happened during the teaching learning process. The data of this study were taken from two sources they are the students and the teacher.

1.4.1 Observation

According to Ary, Donald (2002) observation is the most basic method for obtaining the data in qualitative research.

In this research, the writer observed the class starting from the beginning of the class until the class was over. In doing classroom observation, the writer used camera to record all classroom activities of teaching and learning process using STAD technique. The writer did classroom observation for three times. The writer observed the classroom on March 17th, 22nd and 24th, 2011. The writer didn't need to do the following observation because she had already gotten that could answer the research question. The writer stopped after 3rd classroom observation because the data that the writer got had similarity (saturation). So, if the writer observed again the result would be same.

Observation is the main that is used to get the data of the teaching reading activities. She focused on how the teacher implements the technique and how is the student's respond about technique. The observation checklist made based on the rules of cooperative learning-STAD. The researcher filled the observation checklist by giving a check mark in column yes/no. besides used observation checklist, the researcher also writes down all the important things that she had seen, heard, and happened during the class. She did it in order to complete the data of her study.

There were 25 items the observation checklist, which discussed two major points, namely: the teacher activities and the student's activities when cooperative-STAD applied in teaching reading. (See appendix I)

1.4.2 Interview

Interview as the supporting instruments used to get the teacher's opinion concerning with the preparation in teaching reading and the technique used. The

interview type is structure interview since the researcher makes some list before interview the teacher. The questions used in the structured-interview are arranged and based on the problem in the research design (Moleong: 2007).

According to Slavin (1990) the interview questions consist of two major points. First, question dealing with the teacher preparation and second, question dealing with the technique. (See appendix II)

1.4.3 Questionnaires

Questionnaire is used to know the students' opinion about the technique. Actually, there are two type of questionnaire, namely structure and unstructured questionnaire (Susanto, 2000). The first is structured questionnaire. It means that the questionnaire contained of the questions, the alternative answers, and the answer usually exhaustive of all possible answers and mutually exclusive. On the other hand, the second is unstructured questionnaire. It means that the questionnaire did not include the suggested answer. In her study, the writer uses structure questionnaire because the students only answer the question by giving check mark in column yes/no without think deeply and talk freely.

In questionnaire, there are 14 questions classified into four, namely the students' opinion toward English lesson, the students' opinion toward the technique, the students' opinion toward the teacher's role and the students' opinion toward their own participation. (See appendix III)

1.5 Data Collection

Collecting data is one step used in research since the data is absolutely needed to answer the research problem. To collect the data, the researcher applied

several steps as follows: First, the researcher observes and records the learning process when STAD was used as the technique to teaching reading in reading comprehension for students. The goal is to get the data about the implementation of STAD in the class. Second, the researcher interviews the English teacher then, describing the result. The question about dealing with the teacher preparation in teaching and second, question dealing with the STAD technique, process of implementation STAD to teaching reading, the advantage of using STAD technique and the students response to the teaching learning process. Third, the writer gives a questionnaire to 29 students of class VII B. the questioner are about classified into four, namely the students' opinion toward English lesson, the students' opinion toward the technique, the students' opinion toward the teacher's role and the students' opinion toward their own participation. Fourth, the write collects the students' reading assignment.

1.6 Data Analysis

According to Bogdan, (1992: 153) the analysis involves directly with working with the data, organizing them, breaking them, manageable units, synthesizing, searching for pattern, discovering what was important and what to be learned and deciding what would be told to others. The writer analyzes the data that is obtained from documentation. Then, the researcher describes them referring to the statement of the problems. The researcher analyzed the data obtained from the observation in descriptive way. She described the information concerning with the classroom interactions when the teacher applied the cooperative learning in teaching reading the researcher described the teacher and

the students' activities during the teaching learning process based on the observation checklist. Then, the researcher also describes the result of the interview to add some information dealing with teaching learning process.

Besides, the researcher analyzed the questionnaire which was given to get students by using percentage technique. Then sum of the students' answer and multiplied. From the students' score, the researcher will analyzed by using the score procedures in Students Team Achievement Division (STAD) to find the students' improvement score. By using this, the researcher will know the students' progress whether their score become better or not, both in individual and in group.