

CHAPTER III

RESEARCH METHOD

3.1 Approach type of the Research

The approach used by the researcher to conduct the research is using inductive approach with the aim of finding the meaning that originate the facts with an approach to make observation, recording all facts holistically scientific with the observed problem. Thomas (2006:238) says that the inductive approach is a systematic procedure for analyzing qualitative data in which the analysis is likely to be guide by specific evaluation objectives. Moreover, he says that the primary purpose of inductive approach is to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data.

The instrument for collecting data are one kind. That is observation. In this observation, the researcher will pay attention to the learning process and will record it. Then the researcher will write notes about what happens to occur during the learning process on the observation sheet. In this case, the researcher will focus on the kinds of Group work strategy that the English teacher uses to teach reading comprehension to students, and the data obtained were be collected and analyzed by the researcher.

The qualitative research approach, it has been selected the five research approaches proposed by Creswell and Poth (2018): narrative, phenomenology, grounded theory, ethnography, and case study. Identifying a research approach in qualitative research is critical for presenting a qualitative research paper, thesis, or dissertation as a sophisticated and structured study, which is mostly admired by the reviewers or supervisors. If you are still in doubt regarding the necessity of research approaches, we are describing two scenarios (adopted from Creswell & Poth, 2018) for your understanding.

1. First scenario: There is a researcher who does not adopt a specific approach to qualitative research he or she is using. However, the study can be simple and might be limited to data collection using face-to-face interviews. He or she might have presented the data by thematic analysis; however, the analysis is not systematic or organised, and those themes are not presented chronologically.
2. Second scenario: A researcher has selected a specific approach to qualitative research, for example, phenomenological research approach. In this regard, in the method section of the study, he or she has provided a detailed explanation of the meaning of such an approach, how it informs, the procedure, and why it is being used. As a result, the results from this study are clear, chronological, and specific.

The instrument for collecting data are two kind. The purpose of the interview is to explore the experiences, views, opinions, ideas, beliefs, or/and motivations of entities/individuals on particular objects, issues, or phenomena. In this regard, interviews mainly provide 'deeper' ideas or understanding of social issues or phenomena. Therefore, the interview method is the most appropriate when researchers are little known to one or more than one study phenomenon or issue. Furthermore, interview methods are also suitable for researchers when the topics are sensitive and participants or respondents want to verbally express their opinions or ideas.

3.2 Variable of the Research

Variables are traits or characteristic of individuals that are group and community. A variable is an essential component of any statistical. The importance of variables is that they help in operationalization of concept for data collection. The dependent variable is directly linked to the primary outcome of the study. And the independent variable is something which is not affected by the experiment itself but which can be manipulated to affect the dependent variable. It mean of individuals are object of study in the

classroom. The variable of the research is the effectiveness of group work and the students achievement in reading comprehension at the eighth grade students of SMP Negeri 2 Gido.

There are two variables of this research consist of dependent and independent variable:

- a. Dependent variable : Teaching Reading comprehension
- b. Independent variable : Teacher Method through Group Work

3.3 Setting and Schedule of the Research

a. Setting of the Research

The location of the Research is SMP Negeri 2 Gido that is located in Desa Somi, Kecmatan Gido, Kabupaten Nias. This school consist students of class VIII Negeri 2 Gido consist 124 students.

b. Schedule of the research

This Research was conducted on May 2023. The time allocation refers to the education calendar of SMP Negeri 2 Gido.

3.4 Source of Data

Source of data in this research, adopted from the Donal Ary et al, (2010:486) in Khoiriyah (2015) which states that the research should be based on primary and secondary resource. The resource and type of data as follows:

a. Primary source

Primary source are original document as like correspondence, diaries, reports and etc. and the others as primary resource software and web documents.

b. Secondary resource

As secondary resource, the researcher take from readings' textbooks, journal reviews of research.

3.5 Instrument of the Research

In this case, the instrument of collecting is the researcher herself and the reading textbooks. Because, in the qualitative research the primary instrument is the researcher (Ary, et al: 2010) and then the researcher use some instruments like book that be reference and journal, all of those instruments the researcher will give her explanation and description about the phenomena. The researcher to used of research in teaching reading comprehension for students in the collecting data. The first observation is a techniques that can used for qualitative research, the researchers used observation to record all the activities in class to provide real and valid data. in addition, it will used to avoid bias in collecting the data so that the data cannot be manipulated, observation of this research are used to get natural data that occur in learning process. The second interview is used to know more about teaching reading comprehending on the text through group work as well as to contribute answer from questionnaires, interview provides an opportunity for the researchers to know the reading comprehension of students in the way of think of respondents and ask investigations questions to explore ideas in this study.

3.6 Procedures of Collecting Data

In the research, the researcher to conducted of collect the data from the participant of this research. According to Ari (2006: p. 29):

“Content analysis focuses on analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents.”

In data collection, the researcher collected data from observation of English teachers when teaching English, especially when teaching reading.

a. Observation

The researcher did the observation to the students in the classroom.

In this case, the researcher analysis all the activity in the class during

the teaching learning process. In arranging observation field note, the researcher observed what kinds of group work strategy that is used by teacher in teaching reading comprehension.

The researchers used descriptive qualitative design in this study because this study focused on certain phenomena in the school environment. In this case the phenomenon was the activity of learning to teach English. This research also did not need to provide care to the object of research. Then, the researchers observed and explained the phenomenon as in fact as clearly as possible without manipulation. Therefore, the appropriate design could be used in conducting this research was descriptive research. The design of this study was descriptive qualitative with direct observation. Descriptive method is a method used to check the status of groups of humans, an object, condition, thought, and events that will occur (Sugiyono, 2008). So, the researcher will collect the data by checking the list of the important points without disturbing them.

Table 3.6.a Observation Checklist for students in Group Work

OBSERVATION CHECKLIST				
No	Name of Group	The Students Participant in GroupWork	Yes (√)	No (X)
1.		Students follow the teacher to form groups work with teammates.		
2.		Students pay attention to the instructions given by the teacher.		
3.		Students interested in working in a team.		
4.		Each student arouse enthusiasm in reading comprehension in the group work.		
5.		Students to share knowledge their friends in group work.		
6.		Students to give their opinion in reading comprehension.		

7.		Each student in a group looks for vocabulary that is not understood in the text as notes to increase knowledge.		
8.		Students to share information that has been get on the text their friends.		
9.		Students work together to determine the topic.		
10.		Students work together to unite differences of opinion in determining the main idea.		
11.		Students identify to inference on the text that they read.		
12.		Students choose one friend to convey the information they get in the text.		
13.		Students touch their friends in group		
14		Students played with polite sentences their friends in group		
15		Students really interact with friends about reading comprehension.		
16.		Students to have feedback for the teacher		

b. Interview

Interviews are particular useful for getting the story behind a participant' experience. The interviewer can pursue-in depth information around the topic. The researcher conducts interview to the teachers. Interviewing in qualitative research is increasingly being seen as a moral inquiry (Kvale, 2007) in Creswell (2014:137). It could equally be seen as such for quantitative and mixed methods research. As such, interviewers need to consider how the interview will improve the human situation (as well as enhance scientific knowledge), how a sensitive interview interaction may be stressful for the participants, whether participants have a say in how their statements are interpreted, how critically the interviewees might be questioned, and what the

consequences of the interview for the interviewees and the groups to which they belong might be.

Creswell (2014:239) states that in qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. There are some types of interview, such as single or multiple session interview, structured interview, unstructured interview, and semi-structured interview. In this study, the researcher uses structured interview. Gay, et al. (2012:387) says “in a formal structured interview, the researcher has a specified set of questions that elicits the same information from the respondents.”

Table 3.6.b Students’ Interview Sheet

Interview Sheet Student Name: 1. Did you like the group work on reading comprehension ? 2. Did you interested in reading the text in group work?
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c. Assessment Rubric

In assessing reading activities, it can be done by giving a test that responds to answers being billed for productive active language performance, whether delivered orally or in writing. There are two forms of assessment in reading activities, namely assessment of the oral retelling of the story read and assessment of the rewriting of the story read. The assessment of the oral retelling of the story that was read is based on the student's activity in retelling the student's explanation directly, while the assessment of the rewriting of the story that was read is indirect, namely explaining the content of the story again by writing sentences that have been understood from the book that has been read.

According to Burhan Nurgyantoro (2015: 72), the assessment retells the story orally which can be read using the following assessment rubric.

Table 3.6.c Rubric for Assessing students' achievement in reading comprehension through group work

No.	Group Names	Rated Aspect	Score				Comment
			Very good (26-30)	Good (21-25)	Enough (16-20)	Not Enough (11-15)	
		Content of the Teks	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	Able to understand text by conveying the main idea, based on group work	
		Text Structure	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	able to work together to understand and determine the structure in group work	
			Very good (16-20)	Good (11-15)	Enough (6-10)	Not Enough (1-5)	
		Vocabulary	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	able to interpret the vocabulary and verbs used in the text together in groups	
		Mechanic	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	able to pay attention to writing and punctuation in text together in groups	
Maximum Score			100				

Table. Value Conversion Guide

Value Conversion (Scale 0-100%)	Predicate	Classification
89-100%	A	Very Good
78-89%	B	Good
65-78%	C	Enough
<-65%	D	Not Enough

3.7 Techniques of Analyzing Data

After the data is collect, the researcher analyzed it. The data source is from the observation of English teacher during the teaching learning process. To analyze the data, the researcher did it in one step, as follows:

a. Analyzing the Qualitative Data

Gay et al (2012:467) say that one way to proceed with analysis is to follow three iterative, or repeating, steps: reading/memoing, describing what is going on in the setting, and classifying research data.

1) Reading and Memoing

This step focuses on becoming familiar with the data and identifying potential themes. The researcher will read and write memos about observation sheets and the transcripts of interviews to get an initial sense of the data and identifying the themes.

2) Describing

This step focuses on examining the data deeply to provide detailed descriptions of the setting, participants, and activity. In this step, the researcher will analyze comprehensive descriptions of the participants, the setting, and the phenomenon studied to convey the rich complexity of the research. The aim of this step is to provide a narrative picture of the setting and events that take place in it.

3) Classifying

This step focuses on categorizing and coding pieces of data and grouping them into themes. In this step, the researcher will categorize all of the collected data into some classifications or categories. The researcher will examine and compare all data, one to another to categorize them.

Based on the steps, the researcher analyzed the qualitative data. First, the researcher read the data and then write down important things during the observation of the students, in process of reading, the researcher highlighted some important points that find during the observation of students and the data used to be information to know what participant for students in teaching reading comprehension of group work used by the English Teacher. Second, the researcher will described all important things about the data, such as, where the data from, how the data taken, and so on. And the last step, the researcher classified the observation based on what happened during observation.

Based on the result of data analysis, the researcher conducted the observation to get the information about the what kinds of Group work strategy used by English teacher in teaching reading comprehension. In this research, the researcher used unobtrusive observation.