

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a descriptive qualitative method because it is designed to describe the evaluation technique used by teacher to measure the students' reading ability at SMPN 5 Tamban school year 2017/2018. According to (Arikunto, 2006, p. 35), she stated that if the researcher would like to know the condition, what about and how, how many, how far, and etc, so the research can be seen as descriptive research which explains about an event. And it is qualitative because the data gathered are not in the form of numbers but words. It is in line to the theory of Sugiyono, he stated that qualitative method more concerned to data interpretation (Sugiyono, 2010, p. 8).

B. Research Setting

The setting of this research includes the location and time of the research:

1. The location of this research at SMPN 5 Tamban which located on Jl. Handil Sekata Baru, Tamban, Barito Kuala Regency, South Kalimantan 70566, Indonesia.
2. The time of this research at 13th November 2017.

C. Subject and Object of The Research

The Subject of this research are five (5) RPP, while the object is the evaluation technique in the five RPP. The researcher uses RPP of reading skill which have taken of the ninth grade students from SMPN 5 Tamban. In this study,

the researcher limits the problem to the evaluation technique used to measure student's reading ability.

D. Source of Data

The source of data is RPP. Since the data of this research is in the form of documentation. The documentation in this study is RPP of reading skill which have taken from the English teacher at SMPN 5 Tamban.

The documentation according to Arikunto, (2006, P. 158), that “a method to investigate written things such as books, magazines documents, rules, meeting notes, dairy, etc.”

The researcher used this following table to get the relevancy between the evaluation technique and indicators.

Table 3. 1. Kinds of Evaluation Technique

RPP	INDICATOR	INSTRUMENT	EVALUATION TECHNIQUE
1 st			
2 nd			
3 nd			
4 th			
5 th			

Table 3. 2. The Result of relevance between the evaluation technique and indicators.

RPP	INDIKATOR	EVALUATION TECHNIQUE	RELAVANCE
1 st			
2 nd			
3 nd			
4 th			
5 th			

E. Data Collection Procedure

The researcher uses five (5) RPP of reading skill which were taken from the English teacher of ninth grade at SMPN 5 Tamban. There are several steps used by the researcher to collect the data:

1. The researcher collects RPP from the English teacher of the ninth grade at SMPN 5 Tamban.
2. The researcher selects RPP which focused on reading skill.
3. The researcher identifies on the evaluation technique used in RPP.

F. Data Analysis Procedure

The data analysis procedure in this research will use qualitative methods. According to Miles & Huberman in (Sugiyono, 2010, P. 247), the activities of data analysis:

1. Data reduction, it is a process of selecting, simplifying and transforming crude data which is found from instruments or written notes in the field.

The researcher ways to data reduction, is selecting RPP which focuses on reading skill of the ninth grade at SMPN 5 Tamban.

2. Data display, it is a process of composing information that given a possibility to make conclusion.

In data display the research have done by:

- a. Classifying evaluation technique used by the teacher in assessing reading skill.
- b. Analyzing what are kinds of evaluation technique used by the teacher in assessing students' reading ability.

3. Conclusion drawing/ verifications, it is a conclusion that is supported by evidence that is valid and consistent.

In the conclusion, the researcher does two steps as follows:

- a. The researcher draws conclusions of the evaluation technique used by teacher to measure the students' reading ability.
- b. Finally, the researcher reports the results of this research.