

CHAPTER III

RESEARCH METHOD

A. Research Design

This research, the researcher will conduct qualitative research and the type of research is descriptive qualitative. Sugiyono (2012) says that through descriptive research, the researcher tries to describe events that are the focus of attention without giving special treatment to the actual event.

This research was qualitative because the data were collected in the form of words rather than numbers. It used many descriptions about people, talks and steps that will be difficult to explain in quantitative research. Moreover, in this study, the researcher needs to collect and analyze the data to get a conclusion. It does not agree with numeric data or variables.

B. Research Setting

The researcher conducted at SMAN 1 Bakumpai is located Jl. Atak Imberansyah, Kecamatan Bakumpai, Kabupaten Barito Kuala, Kalimantan Selatan. The researcher chose this school as the place of this research because this school is a new senior high school in Kecamatan Bakumpai, it stands around 10 years. In teaching Reading English, this school still has many weaknesses. Such as: the technique in teaching. So, many students have difficulties in teaching Reading. But, nowadays, the English teacher tries to implement the TSTS technique in class discussion for teaching Reading to overcome this problem. Therefore, the researcher interested to conduct this

researcher here. The researcher wants to know how the TSTS technique to be implemented in teaching reading. This research started from July 25th until Sept 25th, 2019.

C. Subject and Object

1. Subject

The subjects of this research were the English teacher and the Social Eleventh grade students in SMAN 1 Bakumpai. Social Eleventh grades consist of two classes. It consisted of 20 students in XI IPS1 class and 21 students in XI IPS2 class. The researcher chose the Social Eleventh grade students as the subject, because from the English teacher explanation many students in these classes have low score in teaching reading than the Science Eleventh Grade students. Moreover, these classes were the types of both classes have same ability in learning English. And another reason, the Social class as noisy class and often not pay attention in learning. Therefore, the researcher interests to conduct the data there.

2. Object

The Objects of this research is the implementation technique “Two Stay Two Stray” that teacher used in class discussion for teaching reading and students' responses toward “Two Stay Two Stray” technique in class discussion for teaching reading.

D. Data and Source of Data

1. Data of Research

There are two kinds of data used by the researcher in this research: from observation, interview and documentation. The data in this research are:

- a) Data about the implementation of TSTS technique in class discussion for teaching reading.
- b) Data about the students' responses toward TSTS technique in class discussion for teaching reading.

2. Source of Data

The researcher took the data from the source of data. In this research, the sources of data are:

- a) The English teacher: who implemented the TSTS technique in class discussion for teaching Reading.
- b) The Social Eleventh Grade Students: who give responses toward the implementation of TSTS technique in class discussion for teaching Reading. It consisted of 20 students in XI IPS1 and 21 students in XI IPS2.

E. Technique of Data Collection

1. Observation

The first technique is observation. Observation used in this research to get a description of the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading and students' responses toward its implementation. In this observe, the researcher gave attention to teacher action who implemented the TSTS technique and students' responses toward the technique to collect the data of this research. The observation technique used in this research was systematic observation by using the observation guide of teaching procedures of TSTS technique.

1.1 Table of Observation Guidance of TSTS technique

Activity	Assessment Aspects	Assessment		Explanation
		Yes	No	
Preparation	Organize the students to studying in groups and divide students into groups of 4 or 5 members			
Teacher Explanation	The teacher conveys learning indicators			

	The teacher introduces and explains the material according to the lesson plan			
Group Activity	The teacher gives the tasks that each group must learn			
	Students learn and discuss the problem with group members			
	2 members of each group leave the group to visit other groups			
	2 group members who live in their groups are tasked with delivering their results and			

	information to guest			
	All students return to their respective groups to match and discuss the results they have obtained			
Formalization	One of the groups presents the results of the group discussion to be communicated or discussed with other groups			
	The teacher discusses and directs students into a formal form			
Evaluation and	Each student is given a query			

Award	containing questions from the learning material			
	Teacher gives award to groups that get the highest average score in learning			

So, the researcher just gave the sign in the observation sheet when the event happened. And also, the researcher used a phone to record video during the learning process. So, facilitate the researcher to remember what the students' responses when the English teacher implemented TSTS technique and the events during the learning process. In this research, the researcher conducted 4 times observation because the researcher found the teacher used TSTS technique in class discussion for teaching reading by just done in 4 times. 2 times in XI IPS1 class and 2 times in XI IPS2 class.

2. Interview

The second technique is interview. The interview conducted to get more information about the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading and students'

responses toward its implementation. The researcher interviewed the English teacher who implemented TSTS technique in XI IPS1 class and XI IPS2 class to get more information about how the TSTS technique in class discussion for teaching reading. The researcher gave ten questions with interview sheet and used phone to record the answers of the English teacher.

In addition, the researcher also interviewed with the students from XI IPS1 class and XI IPS2 class to get more information about students' responses toward the implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading. The students selected by different characteristics and skills. The interview did by the researcher after finished the observation for every class. It is because the students can get more information first about the teacher's action and the implemented of TSTS technique in class discussion for teaching reading. The researcher gave 5 questions with interview sheet and used phone to record the answers of students.

3. Documentation

The last technique of collecting data is documentation. Documentation aimed for looking all written reports or documents that perhaps have any detailed records of the implementation of TSTS technique data and students' responses toward TSTS technique data. The researcher collected the documents from the guide book and learning designs that teacher used

for teaching reading in class discussion with TSTS technique. It further, the researcher added some pictures while teaching learning process.

The following is table of research schedule of this research:

Table 3. 2 Table of Research Schedule

No	Schedule	Month			
		July	August	Sept	Oct
1.	Visiting the school to get permission	20 th			
2.	Bring the research letter	27 th			
3.	Consultation the research schedule with the English teacher	29 th			
4.	First Observation (in XI IPS 1)		31 st		
5.	Second Observation (in XI IPS 2)		31 st		
6.	Thirty Observation (in XI IPS 1)			5 th	
7.	Fourth Observation (in XI IPS 2)			5 th	
8.	Interview with the English teacher			11 th	

9.	Interview with the students in XI IPS 1 class and XI IPS 2 class			14 th	
10.	Writing Research reports			2 nd	21 st

There are start from visited to get the permit and brought the research letter to SMAN 1 Bakumpai school. Next, the researcher consulted with English teacher to get the research schedule for observation, interview and documentation. And then, the research conducted the research. The last, the research wrote the research reports.

F. Data Analysis Procedure

According to to Sugiyono (2013) data analysis procedure of descriptive qualitative research as follow:

1. Data Reduction

This procedure, the researcher analyzed and selected the data from observation and interview, the data was needed to answer the research questions about the Implementation of TSTS (Two Stay Two Stray) technique in class discussion for teaching reading and students' responses toward the implementation of TSTS (Two Stay Two Stray) Technique in class discussion for teaching reading . Next, the researcher simplified the data. After that, abstracted and converted the data based on the focus of the research.

2. Data Display

This procedure, the researcher is organized and compressed assembly of information from data reduction. Based on the formulation of research questions. This procedure is done by presenting the data into descriptions. Because the data obtained during the process of qualitative research that usually in the form of narrative.

3. Conclusion Drawing/Verification

Last procedure, the researcher concluded the data and give suggestions based on data reduction which is to answer the formulation of the research question in the research and the researcher increased the verification data as an explanation of the meaning of the data in a form that shows it simple way. So that, the proportion can be purposed.