

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used descriptive design in this research, because this research is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive research. The design consists of two stages. The first is observation to the teacher and the student. The researcher observes the class the school condition and teaching learning process. The second stage is doing the interview with the English teacher.

According to (Donald 2002), a qualitative research is made to obtain information on phenomenon. To study this phenomenon include non-numeric data such as interviews, observations, documents, and other sources that can be used to obtain information. The research explains and describes the teacher's strategies teaching reading at SMPN 7 Banjarmasin. The researcher will obtain information about the strategies used by a teacher. Moreover, using a descriptive qualitative research design.

B. Research Setting

The researcher will take the place at SMPN 7 Banjarmasin because there are still many students who complain of difficulties in speaking English and there

still many who don't understand the context in reading comprehension. So teacher want to know how teachers strategies to teach reading comprehension.

C. Participants / Subject

The subject of this study was a 7th grade English teacher at SMPN 7 Banjarmasin. This study aims to show and describe the strategies used by teachers in teaching reading comprehension.

D. Data

Data collected by analyzing some book, document, article, journal and internet for find one theme teacher's strategies in teaching reading comprehension.

E. Technique of Data Collection

1. Interview

This interview occurred after the researcher made some observations. In this interview process, the researcher asked for details about the strategy he used to teach and what media the teacher used in implementing the strategy in the teaching and learning process in the classroom. The design of this study is descriptive-qualitative with direct observation and interviews. The descriptive method is a method used to examine the status of human groups, an object, a condition, thoughts, and events that will occur (Sugiyono 2008).

2. Observation

There are two kinds of observation, namely: participant observation, and non participant observation. In the participant observation the researcher is involved in the object of research action.

While non- participant observation, the researcher in only as an observer, she/ he not involve in the activity, (Arikunto 2010,p.200).

In this research, the researcher use non- participant observation. Therefore, the researcher observes the activity directly to describe the real situation during English class and note all the phenomena. The researcher does observation to look for information about teaching and learning reading English in the class using pictures. This observation is not participation observation so, the researcher only as an observer.

F. Data Analysis

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process whereby researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit". Qualitative analysis is messy and nonlinear. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless.

(Donald 2010 ,p. 283) states that the data analysis in this research can be broken down into four stages; they are , Data Reduction, Data Display, and Conclusion or Interpretation. Those can be explained as follows:

1. Data Reduction

Data reduction is the process of selecting, focusing, tidying, and abstracting and transforming the data that appears in the written

field records or transcription is referred to as "data reduction." In data collection, The researcher will choose the data that has been obtained through observation. and interviews that have been studied by researchers in the field. Then The researcher focuses on the information obtained and then Information related to the research topic is summarized and poured into file type. In this study, researchers discussed the teachers strategies in teaching reading comprehension with descriptive text . the results of observations and interviews related to the type of strategy and use of media in the teaching process that will be carried out selected and compiled as a whole.

2. Data Display

In presenting the data, the researcher will carry out the process. designing data forms such as matrices, graphs, compiling the results of data reduction, then arranging them appropriately. forms and theories related to this topic, researchers, and results observations and interviews conducted by researchers. Results of Interviews and observations are presented in tabular form to make them easier to understand facilitate the reader's ability to analyze the information that has been obtained by researcher. In terms of research, researchers consider the teachers strategies in teaching reading comprehension with descriptive text . The researcher organizes or processes the words of the upcoming part. included in the research results in accordance with the theory.

3. Conclusion Drawing/Verification

According to (Huberman 1994, p.11), a conclusion will be drawn from the data that has been gathered by the researcher to address research questions and research theories at the conclusion drawing/verification data stage. In the end, the researcher comes to the conclusion that the findings that have been presented, grouped, and chosen will be able to address the findings of research on the teachers strategies in teaching reading comprehension with descriptive text preexisting.