CHAPTER III

RESEARCH METHODOLOGY

3.1 Method of the Research

A method is an overall plan for the orderly presentation of language material, no part contradicts, and all of which based upon, the selected approach.[1]

Method is a practical realization of an approach. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe.[2] In this research, the writer uses case study.

According to Yin in the book of Research Methods in Language Learning by David Nunan, a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evident; and in which multiple sources of evidence are used.[3] It will be conducted through

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[1] Jack C. Richards, Theodore S. Rodge, *Approaches and method in language teaching second edition* (New York: Cambridge University Press, 2001), p. 19.

[2] Jeremy Harmer, *The Practice of English Language Teaching Third Edition* (New York : Longman, 2004), p. 78

[3] David Nunan, *Research Methods in Language Learning* (New York: Cambridge University Press, 1992), p. 76.

how to collect the data, how to analyze, how to compute the data, take a conclusion, and make a report.

Qualitative researchers, however, use words to describe trends or patterns in research settings. Because these descriptions greatly oversimplify the approaches' distinctions and because almost all research can be classified using the characteristics of these approaches.[4]

In this research, the writer uses case study. Case study is one of type qualitative method. According to Gall, in the book of Case Study Research in Applied Linguisticts by Patricia A. Duff case study is described as "the in-depth of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon" [5]

3.2 Objective of the Research

The objective of the data of this research were the students' at the eleventh grade of MA Sholatiyah Kepandean, Petir Serang as the population, the total of students in this grade is 143 students which divided in 6 classes. The researcher chose class XI IPS B as a sample,

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[4] Dawson R. Hancock and Bob Algozzine, *Doing Case Study Research: A Practical Guide for Beginning Researchers*, (Columbia University: Teachers College Press,2006) p.5

[5]Duff A. Patricia, *Case Study Research in Applied Linguisticts*, (New York: Lawrence Erlbaum Associates, 2008), p. 22

which consist of 26 students. In this research, the sample used purposive sampling. Arikunto stated that purposive sampling is sampling technique that used if the researcher has certain judgment in taking the sample.[6]

The reseacher choose this class as recommended by an English teacher because he knows the character of students in learning English.

3.3 Technique of Data Collection

1) Tests

The technique in collecting the data in this research used the reading text as an instrument test and the way of collecting data is the multiple choices questions, as the reading text, I use narrative text. There are five examples of narrative reading text that will be used, they are The Mouse Deer and Crocodile, Malin Kundang, Timun Mas, Romeo and Juliet and Cinderella which will be used in five meeting. Each of the story text consists of 5 questions, so the total numbers of questions are 25 items. Each number of questions related to generic structure in the story and will use as evaluate aspect of students' difficulties in reading narrative text.

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[6] Arikunto, S, *Manajemen Penelitian*. (Jakarta: PT. Rineka Cipta, 2006), p. 97

In the story, in the first questions is introduction or to know who is as the main characters in the story (**Literal Comprehension**), the second question is where and when the story just happened (**Literal Comprehension**), the third question is the problem that happened in the story (**Inferential comprehension**), for the fourth question is how the finish from the story, happy or sad (**Inferential comprehension**), and the fifth question is the moral lesson from the story (**Critical comprehension**). To numbers 1, 6, 11, 16, 21, question about introduction or main characters in the story (**Literal Comprehension**), numbers 2, 7, 12, 17, 22, question about setting the scene, show the place and the time of the story (**Literal Comprehension**), numbers 3, 8, 13, 18, 23 question about what problem in the story (**Inferential comprehension**), for numbers 4, 9, 14, 19, 24, question about tells ending of the story, happy or sad (**Inferential comprehension**), and for numbers 5, 10, 15, 20, 25 question about the moral lesson from the story (**Critical comprehension**).

2) Interview

Interview is the elicitation of data by one person from other through person to person encounters.[7] Interview is one of the technique to collect the data.

The researcher will make an interview for the students in MA Sholatiyah Kepandean, Petir Serang. The purpose of this technique is to know the difficulties of students in Reading Comprehension on Narrative Text.

3.4 Technique of Data Analysis

In analyzing the data, I took one technique namely qualitative analysis. In qualitative analysis, I classify the students' difficulties in reading narrative text. To know the students' difficulties, I used test and interview as my technique to collect analyzing the data.

1. Test

In this research, to find out the levels of frequency and percentage of the students' difficulties in all students' difficulty. The student will be analyzed by giving the score 1 for the correct answer and 0 for incorrect answer. Then the total of the score will be calculated by using Arikunto's formula (2006, p. 284) :

[7]Nunan, p. 231

Where : $x = \frac{\sum xi}{n}\ x\ 100\%$

$\boldsymbol{x}$ = the percentages of students' difficulties in reading narrative text

$\Sigma \boldsymbol{xi}$ = the total of students' incorrect answer

$\boldsymbol{n}$ = the number of highest score

To find out describing the level of students difficulties in reading English text the result percentage will be categorized into four classification, they are highest, high, medium, and low.

The classification will be describe:

a) If the students' incorrect answer is about 76 – 100 %, it is categorized that their difficulties in reading narrative text is Highest.
b) If the students' incorrect answer is about 56 – 75%, it is categorized that their difficulties in reading narrative text is High.
c) If the students' incorrect answer is about 40 - 55%, it is categorized that their difficulties in reading narrative text is Medium.
d) If the students' incorrect answer is about 0 – 39%, it is categorized that their difficulties in reading narrative text is Low.

While the students do their test, the writer interviewed them some questions. It supposed to be done after the test finished. So, that is

way the question below can be used for the next research who wants to conduct the some object of research.

2. Interview

From the result of interview, the writer can describe the students' answer. The result of interview will be related to the result of test. By using interview the researcher will be known why the students have difficulties in reading comprehension on narrative text.