

CHAPTER III

METHOD OF INVESTIGATION

This chapter tries to present the methods of the study. This chapter was organized into six sections. They are: (1) setting of the research (2) subject of the research (3) research design (4) method of data collection (5) method of data analysis (6) timeline.

3.1 Setting of the Research

The research was conducted at SMA Islam Jepara at the eleventh grade in the academic year of 2016/2017.

3.2 Subject of the Research

The subjects of the research are students at eleventh grade. The subjects are the students of XI IPS in the SMA Islam Jepara. The students consist of 28 students. There are 7 female and 21 male students.

3.3 Research Design

According to Suharsimi (2005:234), Descriptive research is studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic. Qualitative is the interpretive approach generally uses words (qualitative data) rather than numbers or concepts that can be quantified (quantitative data), rich description of phenomena can be produced.

This research used qualitative method. According to Lodico, Spaulding and Voegtler (2006:264), qualitative research is called interpretive research or field research, is a methodology that had been borrowed from disciplines like sociology and anthropology and adapted to educational settings. Qualitative research focused on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study.

The researcher was concerned with the use of scanning strategy in teaching reading. The researcher used descriptive research design to

identify, analyze and describe about reading ability. The researcher used interview, observation and questionnaire to get the data.

In this research, the researcher observed the implementing of scanning strategy in classroom. Before doing observation, the researcher did an interview with the teacher and the students to know some problems in the classroom. After that, the researcher did the observation to collect the data of the research. Finally, the researcher gave questionnaire to know the students responses.

3.4 Method of Data Collection

Technique of data collection in this research was using interview, observation and questionnaire. The completely explanations are:

3.4.1 Interview

According to Cohen, Manion and Morrison (2000:269), interview defined as a two-person conversation initiated by the interviewer for the specific purpose, and focused on content specified by research objectives of systematic description, prediction, or explanation. Interview is a kind of dialogue but the list of question is presented orally. In this section, the researcher tries to get information about the method and material used in teaching English for student by hearing impairment especially seven grade students.

In general, two or more people to be physically present in the process of question and answer. Meanwhile, according to Moleong (2002:112), "interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interview is asking the respondent that provides an answer to that question.

The interview is to process of communication or interaction to collect information by means of questions and answers between researcher by informants or research subject (Mubarok, 2015:49-50). Interview was used to get information about subject of the

research. Interview was a direct method of data collection which was based on the interview where the interviewer asked questions to respondents. Exploring the conditions, experiences, beliefs, and interest of individual participants were the aims of interview. There were six questions given to the teacher and ten question given to the students.

3.4.2 Observation

Observation is carried out to obtain the real picture of events to answer research questions (Mubarok, 2015:52). Observation was the activity to get the real informations in the classroom to answers the research question. There were two kinds of observation, the first observation for the teachers and the second one was for the students. In the observation of teacher, the researcher analyzed teachers strategy in teaching reading. The observation of students, the researcher analyzed the students' respond and interest in following learning for her teacher.

According to Nunan (1992:97), the major reason was for carried out formal experiment where the data had been collected genuinely (classroom which had been specifically constituted for teaching purpose not for purpose of collecting data for research). The content of observation was some steps to do by the teacher and students during the use of scanning technique in teaching and learning processes. This observation includes the students' interest, participation, responsibility, and enthusiasm.

3.4.3 Questionnaire

As stated by Cohen, Manion, and Marrison (2007:245), Questionnaire is a number of written questions that are used to obtain information from respondents (Mubarok, 2015:43). The other hand, Sugiyono (2008: 142) explained that questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent. Questionnaire was used to get

information from respondents about themselves. This questionnaire addressed to students in classroom that would be analyze. There were 15 questionnaires given to the students. The researcher distributed questionnaire to the students at the preliminary study. It was functioned to know the students' interest in teaching reading especially using scanning strategy. The result was aimed to find out the suitable strategy to solve the problems in the class.

3.5 Method of Data Analysis

Bungin (2010:70) stated that there were three methods of data analysis below :

1. Data reduction was the management of data ranging from editing coding to tabulation of data in quantitative research. These activities made the data collection completed and short the data into specific sets of concepts, certain categories, or specific themes. The researcher collected the data through interview, observation and questionnaire. After that, the researcher selected accurate data by referring to formulation of the research problem.
2. Data display was a set of data reduction results that were organized into a particular form. So the data looked more complete, It was necessary to facilitate the effort exposure and affirmation of conclusion. It was benefit to help the researcher in understanding the data. The researcher arranged and described the data in good sentence so that easy to understand.
3. Data conclusion was made conclusion of the data. The conclusion was verified by testing the truth, strength, and suitability of meanings that arised from the data to test the validity of those meanings. In this research, the researcher made conclusion from the data display.

In this research the researcher did interview with the teacher and students to know the problems in classroom and their

opinion about the use of Scanning Strategy in teaching reading text so that the researcher will be gained the data from it. Researcher recorded and made transcript to collect the data and got the result.

Classroom observation analyzed by use observation checklist for teacher and students. The observation was taken during the research begin until the end. The data from observation used to determine the activities of students during the learning process.

In this research, the researcher collected the data from questionnaire. The researcher used questionnaire to take the data from students. The data from questionnaire used to know students' interest in reading text by using Scanning Strategy.

3.6 Timeline

Timeline or time schedule of the study is a detailed guided of completing the research within the time specified. Arranging a time could be the biggest challenge in completing a result of research paper successfully. Based on Writing "Step-by-Step", the researcher must take the time in the deadlines. It helped the researcher got going and wrap up step-by-step, and moved on the next. The process of action researchers arranged based on the table below:

Table 01. The Time Schedule of Research

No.	Activities	Date
1.	Comes and get permission headmaster of the school	22 th August 2017
2.	Consultation with English teacher	24 th August 2017
3.	Interview Students	28 th August 2017
4.	Interview Teacher	29 th August 2017
5.	First Classroom Observation	5 th September 2017
6.	Second Classroom Observation	7 th September 2017
7.	Third Classroom Observation	12 th September 2017
8.	Questionnaire to Students	14 th September 2017