

Chapter III

Research Methodology

3.1 Design of the Research

The researcher uses qualitative method. Based on the implementation of cooperative integrated reading and composition (CIRC) method in teaching simple present tense at SMPN 11 Bandung 8th grade. The researcher analyzes the problem from class activity about the ability of the students in understanding of simple present tense.

The researcher only focus to know the result from learning process of using CIRC method in writing skill by doing pre-test and post-test.

The purpose for this research is to find out the result that using CIRC method is effective for students in learning process or not. The teacher asks the students to write some descriptive text in some theme which is the text related with simple present tense.

According to Bogdan and Biklen (1992: 21-22), qualitative research is one of the research procedures that produces descriptive data in the form of writing words from the behavior of the people observed. The qualitative approach is expected to be able to produce in-depth descriptions of the words, writings and observable behavior of an individual, group, society, or certain organization in a particular context setting that is examined from a whole, comprehensive and holistic perspective.

Qualitative research aims to get a general understanding of social reality from a participant's perspective. This understanding is not determined in advance,

but it obtained after analyzing social reality which is the focus of research: Interpretive research, naturalistic research, and phenomenological research.

3.2 Population and Sample

Freankel and Wallen (1993) states that population means the group interest to the writer that would like to generalize the result of the study. The population of this study is the 8th grade of SMPN 11 Bandung academic year 2018-2019, that has 9 classes. It is located at H. Samsudin street, Bandung.

Sample is the group in the research, preferably selected in such a way that the sample represents the larger group. According to Sugiyono about technique sampling for determine the samples to be used in the study, there are various sampling techniques used. In this research the researcher used non-probably sampling.

According to Sugiyono (2017: 84) non-probability sampling is a sampling technique that does not provide equal opportunity / opportunity for each element or member of the manipulation for chosen as a sample. "

So, the researcher used the sample from class 8D that consist of 32 students academic year 2018-2019.

3.3 Design of Method

- **Planning**

The implementation of CIRC method in teaching simple present tense is use in the research for 5 meetings. At the first meeting the researcher prepare the material to support that the students have to make some texts of descriptive without using the CIRC method. After that in the second until fourth meetings, the researcher will introduce the CIRC method and about simple present tense by giving the students some tests to build their knowledge in understanding of simple present tense. Then the researcher will teach about simple present tense in descriptive text using CIRC method.

First thing first the researcher gives the students some text to read the text together and observe the text by the question that will be deliver to the researcher. The researcher gives some explanation of the CIRC method with the benefits and steps. To know the process of using CIRC method in teaching simple present tense, the researcher conducts the treatments for three times during the research. Then, in the last meeting, the researcher gives the post-test, to know the final result of students skill in understanding of simple present tense using CIRC method.

CIRC method is a combination of reading and writing, where students can produce an article and observe the word structure of a text. Therefore, before giving a test, the researcher gives an example of a descriptive text to the students.

- **Implementation / Treatment**

In this research, the treatment conducts for three times to the students, by giving some lesson about simple present tense in using CIRC method. The purpose of applying the method in teaching simple present tense is to facilitate the students in making the main ideas of some text and can solve the problem together in groups about the material after they read some texts as an example.

The first things to do, the students have to read some text about descriptive text from the researcher with family theme. Then the test is gives in the second meeting when the teacher asks the students to complete the blank sentence in some descriptive texts in the first meeting, arrange random sentences in the second treatment and the last treatment made a descriptive text based on a randomly chosen theme by the researcher.

- **Reporting**

After the groups make some texts and doing some test from the researcher and they presents the results in front of the class to share to their friends about what stories they have read, then what is the main idea they have written and what the answer of complete the blank sentences.

3.4 Techniques of Data Collection

According to Sugiyono (2013: 224) the technique of data collection is the most strategic step in research, because the main purpose of the research is to obtain data. There are two data analyzing that will be chosen by the researcher,

those are learning procedure and students opinion is about using CIRC method in teaching descriptive text.

The researcher uses several steps in analyzing data:

- Observation
- Pre-Test and Post-Test
- Questionnaire
- Interview

3.4.1 Observation

The first thing to do, the researcher conducts the observation to get the result of the process in using CIRC method, and to answer the teaching equipment. According to Babbie, (1986:85) Muhadjir (2011: 351), quantitative observation is different from qualitative observation. Quantitative observation is designed to establish standardization and control, while qualitative observations are naturalistic. Qualitative observation is applied in the context of a natural event, following natural flow of observing life.

Qualitative observations are not limited to categorization of measurement (quantitative) categorization and predicted responses first. Denzin & Lincoln (2009: 524) and quotes Gardner's opinion (1988), states that qualitative observation is used to understand background with different functions between objectives, interpretive interactive, and interpretive grounded. Qualitative observation is free to examine the concepts and categories in each subsequent event giving meaning to the subject of research or observation.

Babbie (1986: 91-92) mentions that qualitative observation has strength in aspects of specifications, the process of imitation, and its generalization. Observations on the concept of experience can arise suddenly, based on general symptoms, events or social phenomena, certain patterns and types of behavior. Observation is the first step towards a wider focus of attention, namely participant observation, to observation practical results as a method in its own capacity. This observation can be traced to the establishment of theoretical roots of symbolic interaction methods, because in collecting data, researcher can interact with the research subject (Denzin & Lincoln, 2009: 524).

3.4.2 Students' Work Sheet (Pre-test, Treatment Test and Post-test)

- Pre-test

In this part, the teacher asks the students to write about descriptive text in some theme, self, family, teacher, idol, friend, animal, plant, place or about daily activity without using the CIRC method. The text contains about simple present tense, they have to write the text in paragraph, they have to make two paragraphs, in each paragraph contains 5 sentences. So the total of the sentences is 10. Then paragraph finds out which one of simple present tense.

- Treatment Test 1

In this first of treatment test, the researcher gives the material test to the students'. Form of the test is about completing blank sentences.

Simple Present Tense

8D

Please read the text carefully, then complete the sentences which the sentences are simple present tense!

Me and My Family

I (1. ...) Sarah. My full name (2. ...) Sarah Lau Smith. I (3. ...) a second grade student of Junior High School. I (4. ...) 14 years old. My birth day is on July 5. In my family, I am the second child. I (5. ...) an older brother named Nathan and one younger sister named Grace. My mother is from China and my father is from Australia. We (6. ...) in Indonesia.

My family and I love (7. ...). We have some (8. ...) at home, namely five fish, one dog and two cats. Nathan love cats but I love dogs. Our cats and dog are like friends. They never fight. In the future, I want to be a veterinarian. I want to (9. ...) animals to survive so they can live longer. I (10. ...) watching their unique behaviors. They are all beautiful creatures. I love animals.

- Treatment Test 2

In the second meeting of treatment test, the researcher also prepares the material test to give to the students', but it has different forms like before. The test is about simple present tense in descriptive text but in form, arrange random sentences.

Simple Present Tense

8D

Please arrange random sentences below!

1. Named – Friend – I – a- have – Julie Rose
2. Senior High School – is – classmate - 12 – my – grade – in – She
3. Old – is – grade – 17 – he - years
4. Friends – hanging – with – also – likes – She - out
5. American girl – normal – is – very – a – she
6. Bungee jumping – wing suit flying – skateboarding – many more – kite surfing – many more – loves – she – sport –extreme - parachuting
7. Club – conducts – extreme – sport – on – this – one – Sunday – a month - twice
8. Many – of – this – of – sport – kind – of – wins – Julie - competitions
9. Wants – be – to – a professional - sport – of – athlete – extreme
10. Never – is – of – She – afraid – danger – injured – or – being

- Treatment Test 3

In the third meetings which is this is the last meetings of treatment test, the teacher asks students to create a descriptive text in a group that consist of two paragraph and contains of 10 sentences then discuss with their group.

- Post-test

After doing the first test as a post-test, and doing some treatment tests with using CIRC method and giving the students by test, then the researcher did the last test as a post-test after conducted three times treatments. This test to

know the ability of students' understanding of simple present tense in writing descriptive text.

This meeting the teacher asks the students to write about descriptive text in some theme about, introduce them self, family, Idol, teacher, friend, animal, plant, place or about daily activity without after using the CIRC method. The same as post-test rules, they have to make two paragraphs, in each paragraph contains 5 sentences. So the total of the sentences is 10. Then paragraph finds out which one of simple present tense.

3.4.3 Questionnaire

The data from questionnaire is to find out the students' responses and analyzed by percentage descriptive technique. The researcher uses liking scale to measure student responses, the attitudes, opinions, and perceptions of a person or group of people.

According to Arikunto (2006 : 204) the quantitative data from students' response in form of questionnaire are summed then compare to the expected amount so that the percentage is obtained. This data is analyzed by quantitative descriptive analysis technique that the researcher uses this technique to get the result by describing the data after get the final result of students' responses. Then the researcher after getting the percentage, then the researcher conformity of aspects in the implementation of learning method.

Table 3.1
Percentage of Students' responses

Presentation of Achievement (%)	Interpretation
81-100	Strongly Agree
61-80	Agree
41-60	Doubtful
22-40	Disagree
0-21	Strongly Disagree

QUESTIONNAIRE FOR STUDENTS OF
THE USE COOPERATIVE INTEGRATED READING AND COMPOSITION
(CIRC) METHOD IN TEACHING SIMPLE PRESENT TENSE

Petunjuk:

Pilihlah jawaban secara jujur dan apa adanya, karena jawabamu tidak akan berpengaruh terhadap nilai.

Petunjuk pengisian

Berilah tanda *Cheklis* (√) pada pada kolom angka yang sudah disediakan yaitu:

1 = Sangat tidak setuju, 2 = Tidak setuju, 3 = Setuju, 4 = Sangat setuju

NO	PERNYATAAN	1	2	3	4
1	Menggunakan metode CIRC dalam pembelajaran simple present tense, sangat menyenangkan.				
2	Bahan ajar yang diberikan, sesuai dengan materi yang telah disampaikan.				
3	Menggunakan metode CIRC memudahkan kalian untuk memahami materi.				

4	Menggunakan metode CIRC sangat efektif untuk proses belajar.				
5	Saya mengalami kendala ketika saya menggunakan metode CIRC pada pengajaran <i>simple present tense</i> .				
6	Penggunaan metode CIRC memotivasi untuk semangat belajar.				
7	Ketertarikan anda pada pembelajaran simple present tense meningkat setelah menggunakan metode CIRC.				
8	Bahan pembelajaran dalam pengajaran simple present tense dicapai dengan menggunakan metode CIRC.				

Bandung,

2019

3.4.4 Interviews

The researcher conducts an interview to know students responses in teaching simple present tense using CIRC method. The researcher gives five questions to the students:

1. Apakah kamu menyukai pelajaran bahasa inggris ?
2. Bagaiman pendapat kamu mengenai materi simple present tense ?

3. Apa pendapat kamu, mengenai pembelajaran simple present tense menggunakan CIRC method ?
4. Apa yang kamu sukai dari CIRC method ?
5. Apakah menggunakan CIRC method di kelas dapat membantu kamu dalam memahami materi simple present tense ?

3.5 Analyzing of Data

The researcher uses qualitative method to answer the research questions. The technique above, it is a way for researcher to obtain the results from observations during the study, the results of the pre-test and post-test, the results of the questionnaire and the results of the interviews. The researcher will provide the results through the explanation that will be delivered in the next chapter.

3.5.1 Pre-test and Post-test

The researcher uses this formula to get average both of pre-test and post-test, this is the formula to get the average.

Mean

$$Me = \frac{\sum x_1}{n}$$

$\sum x_1$: Total score of pre-test and post-test

n : Total students

In final test as a post-test, a researcher gives the student another test to know their writing ability in understanding simple present tense. Then the researcher uses this formula to compare of students understanding in learning simple present tense and to know increasing of learning score.

- Treatment Test

Mean

$$Me = \frac{\sum x_1}{n}$$

$\sum x_1$: Total score of students

n : Total student

3.5.2 Questionnaire

To obtain the percentage of students' responses in implementation of CIRC method in teaching simple present tense the researcher uses percentage result of the questionnaire, the researcher concludes the data to make it easier further explanation.