**Chapter III**

**Research Methodology**

This research discusses the method used by the researcher in the study. It involves research design, research method, technique of collecting data, technique of analyzing data, and population and sample.

* 1. **Research Design**

The research is about the media analysis used in learning process. The researcher used “Pop Up” as the media to enhance students’ speaking ability. In term of having a good research, it needs design. According to Kerlinger (1986), “research design is the plan and structure of investigation that conceived to obtain answers research questions. Research design is a framework that helps the researcher in research that provides an outline and details of each procedure. There are several steps in research design and they are:

1. **Planning**

In this step, firstly the researcher submitted a proposal title to the study program office. After that when the tittle is accepted, the researcher made a proposal research paper then present it in front of lecturer and friends. Secondly, the researcher proposed a research paper to the principal of SMA Pasundan 8 related to the title of the research where this school will be the place for the researcher collecting the data.

1. **Implementing**

In this step, the teacher taught the students based on the lesson planning that has been prepared before the teaching process. The research conducted for three days. In the beginning of the learning process the teacher explained the material that has been prepared. After explaining the material the teacher told about one of the fictions story without using Pop-up book. The students were listening to the story and then after that the teacher asked them to answer some questions based on the story. The students were given questions orally.

In the first meeting the students were divided into two groups that consist of male group and female group. The teacher explained the narrative text material and told the students about the definition, structure and etc. In the second meeting, the teacher did the same as the first meeting but the difference was the teacher used Pop Up book to tell the story. Teacher showed them how to live the story using Pop-up book. The teacher asked their understanding about the story that using Pop-up and without using it. In the last meeting, the teacher divided the students into four groups and asked them to retell the story that has been told by the teacher. In the end, the teacher told the message of the story so the students can learn how to be patient and not to be greedy.

1. **Reporting**

After the researcher observed the implementation of using Pop Up book, the researcher found out all of the needed data and it answered all of the problems research. There were the procedure of using Pop-up book, students’ speaking result when they were practicing the speaking by retelling the story using Pop-up book and the last was students’ responses about the weaknesses and strengths of using Pop-up book as a media in teaching and learning narrative text.

* 1. **Research Method**

The research use qualitative method to collect the data. The researcher analyzed the problem from the class activity and from the lesson planning that has been created by the teacher. The researcher has observed the using of pop-up as a media when the teacher was teaching narrative text subjects in the classroom. Then the researcher also interviews some students and the English teacher in Pasundan 8 about the media that has been implemented by the teacher.

The reason of using qualitative method it is aims to identify and analyze the data easier. The data is acquired through the classroom observation during the classroom activity. Sugiyono (2010) stated that qualitative data is a words data not numbers. It acquired through various method and technique collecting data, such as pre-test and post-test, interview, and field notes. The function is to find out the quality of object that will be studied.

* 1. **Technique of Collecting Data**

The researcher got the data through some instruments there are observation, test and interview. Gulo (cited in Alhamid 2019:2) said that research instruments are written guidelines in the form of interviews, observation, or list of question, which are prepared to gain some information. This point is about the process how the researcher collects the data which are needed for completing the result of the research. The techniques of the research that is used in this study were observation, test, and interview. Those instruments of collecting the data answered the research problem that has been written in the first chapter. In collecting data, the researcher used three techniques of the data collection. The first, the classroom observation used to record the activities happened in the classroom during the implementation of the teaching and learning by using media. During the observation, the researcher assessed the students speaking skill. The second, the researcher gave the question orally and a taskto the students after the implementation of media in teaching and learning process.

The third is interview some of the students to got the information about the teaching and learning process by using media whether it is really work or not to enhance their speaking ability. To know students’ speaking skills, the researcher gave an oral test to the students. First, the researcher divided the students into two groups that consist of male and female group. The researcher asked the question based on the story that has been told before. For the complete instruments of collecting data, the explanations are as follows:

1. **Observation**

An observation is a data collection method, the researcher collecting data through an observation of the phenomenon. The researcher needs to focus in the observations on human behavior, the use of the phenomenon and human interactions related to the phenomenon. The researcher also makes observations on verbal and nonverbal expressions. The researcher also needs to make a field note to know what the researcher wants to find out. The researcher has to ask for the document, for example the media or lesson planning. In this case study the researcher used the data collection method to answer the first, second and the third research questions.

In this observation, the researcher used unstructured observation to get the real condition in teaching-learning process. During the observation, the researcher made some field notes about the situation in the class, about the teacher’s performance in teaching narrative text using media and without media, and about the students’ understanding about the material after and before using media. The researcher wrote the result of students’ speaking score by seeing these criteria there are **pronunciation, vocabulary, grammar, fluency, and comprehensions.**

**Field Notes**

**Date :**

Table 3.1

**OBSERVATION I**

|  |  |
| --- | --- |
| **Focus of Observation** | **Notes** |
| Process of the teaching by using media |  |
| whether the media in lesson planning is the same as what is implemented or not |  |
| whether the media used is interesting or not |  |
| The advantages of the teaching media used by the teacher |  |
| The weaknesses of using media in the classroom |  |

1. **Test**

Tests were carried out to gain the data of the students’ results before and after using the pop-up as a media in teaching narrative text. There are two kind of tests that used in this study, pre-test and post-test. Pre-test was given to the students in the first meeting before the teacher using the pop-up book. While post-test was given after the students got the material by using a pop-up book as media in teaching narrative text. The oral question for pre-test and post-test were consist of twelve questions. The teacher divided the students into two groups that consist of male and female group. After that the teacher only gave three questions for each student based on the story. This aims to find out students’ speaking ability.

To know students’ speaking ability, the researcher did the oral test to the students that are divided the score into five criteria there are pronunciation, vocabulary, grammar, fluency, and comprehensions.

* + - 1. **The Instrument of the Test**

The researcher gave the students the same questions in both pre and post-tests. The question was related to the story that has been told by the teacher, those questions are bellow:

1. What is the purpose of the text?
2. Is the story useful for you?
3. What can you learn from the story?
4. Who were the characters of the story?
5. Where did the story happen?
6. Why did the farmers pray to the God?
7. How did the farmers get their daughter?
8. What was her name?
9. Why did the giant come again to the farmer’s house?
10. What things brought by Timun Mas when she escaped?
11. What did those things use for? How?
12. How did the giant die?

Table 3.2

Rubric Scoring of the Test Proposed by H. Douglas Brown

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Score | Grammar | Vocabulary | Comprehension | Fluency | Pronunciation |
| I | Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner | Speaking vocabulary inadequate to express anything but the most elementary needs. | Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase. | (no specific fluency description. Refer to other four language areas for implied level of fluency.) | Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. |
| II | Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar. | Has speaking vocabulary sufficient to express himself simply with some circumlocutions. | Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge) | Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information. | Accent is intelligible though often quite faulty. |
| III | Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics. | Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word. | Comprehension is quite complete at a normal rate of speech. | Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words. | Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. |
| IV | Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. | Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary. | Can understand any conversation within the range of his experience. | Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency. | Errors in pronunciation are quite rare. |
| V | Equivalent to that of an educated native speaker. | Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references. | Equivalent to that of an educated native speaker. | Has complete fluency in the language such that his speech is fully accepted by educated native speakers. | Equivalent to and fully accepted by educated native speakers. |

**=**

**Notes: Average score equals to the sum of the students’ overall test scores divided to the population figure of the students**

**P = x 100%**

* P = percentage of improvement
* y1 = the average score of students post-test
* y = the average score of the students pre-test

The formula above is used by the researcher to find out the result of the pre-test and post-test. The researcher also used it to compare the result and find the average of both score. The last the researcher calculated the percentage whether is it has some improvement or not.

1. **Interview**

Interviews can be defined as a qualitative research technique which involves “conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation.” The advantages of interview are the researcher collecting the detail data by asking some interviewees. Then the researcher also makes direct interaction so that the researcher knows whether the neither interviewee honest nor lie. This is one of collecting data method that is very accurate to do. The deficiency of this collecting data method is the researcher also does not find the accurate result because some researchers do not read the body language, gesture, expression of the interviewee.

This collecting methode is to answer the third research questions. When conducting some interviews the researcher should have an open mind and refrain from displaying disagreements in any forms when viewpoints expressed by interviewees contradict with the researcher’s ideas. Moreover, timing and environment for interviews need to be scheduled effectively. Specifically, interviews need to be conducted in a relaxed environment, free of any forms of pressure for interviewees whatsoever. The researcher does the interview by asking the students’ opinion about the teaching and learning process using pop-up as a media. The researcher analyzes the answer and then classification the answer. After that the researcher makes a conclusion about the answer. So, the researcher will know whether many students are enjoying the teaching and learning activity by using media or not. The interview guidelines are attached below.

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| --- |
| **PEDOMAN INTERVIEW SISWA**  **AN ANALYSIS OF POP-UP AS A MEDIA IN TEACHING NARRATIVE TEXT**   * Identitas Narasumber : * Nama : * Tempat Tanggal Lahir : * Alamat : * Kelas : * Pekerjaan/Jabatan :  1. Bagaimana tanggapan anda tentang pemakaian media pop-up dalam proses pembelajaran? 2. Apakah anda lebih menikmati proses pembelajaran dengan menggunakan media Pop-up? 3. Apakah dengan penggunaan media mempermudah anda untuk memahami materi yang disampaikan? 4. Menurut anda, apakah pembelajaran dengan menggunakan pop-up ini dapat meningkatkan kemampuan berbicara anda? 5. Menurut anda apa kelebihan dan kekurangan dari penggunaan media pop-up dalam proses pembelajaran? |

Table 3.3 Interview Questions

* 1. **Technique of Analyzing Data**

After getting the data, the next step is analyzing the data. The researcher analyzed three kinds of data those are procedure of learning, students’ result of using Pop-up in teaching narrative text, and the last is students’ responses about using Pop-up book as a media in teaching narrative text.

The first data was the procedure of using pop-up book as a media in teaching narrative text. The researcher analyzed the data through the observation sheets and the field notes. The observation sheet can assisted by seeing the correspondence between the teaching implementation and the instructing steps that had been written in the lesson plan previously. In addition, in observation sheet the researcher wrote a rubric of scoring to figure out the teacher performance in teaching narrative text using the pop-up book.

The next data was the results of using pop-up book in teaching narrative text. The researcher gave the test to the students which divide into two kinds of tests those were pre-test and post-test to get the data. Firstly, the researcher used the formula below to find out the students’ average score through pre-test and post-test:

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**Notes: Average score equals to the sum of the students’ overall test scores divided to the population figure of the students**

Secondly, when the students finish the entire test which were pre-test and post-test the researcher compares the score using the formula below. The researcher finds out whether the students’ speaking ability has improvement or not. Here is the formula:

**P = x 100%**

* P = percentage of improvement
* y1 = the average score of students post-test
* y = the average score of the students pre-test

The third or the last data was the students’ responses after studying narrative text using pop-up book. The researcher gets the data through interview some students that have been taught by the teacher using pop-up book as a media in teaching narrative text. After getting the data, the researcher analyses it and describes it into a description. After all the data complete and analyzed by the researcher the next step is made a conclusion and suggestion of this research.

* 1. **Population and Sample**

1. **Population**

Sugiyono (2010:117) explained that a population is a generalization of an area consisting of objects and subjects. An area determined by the researchers for their research then draws the conclusions. Before getting a sample we must determine the population first. The population is a huge community or a large number of people. Population is wider than sample so that the researcher needs to know the population before collecting the sample.

The population of this study is the social class of 10th grade at Pasundan 8 Senior High School Bandung academic year 2019-2020, that consist of three classes ( 1, 2, 3) It is located in Cihampelas street, Bandung City.

1. **Sample**

According to Arikunto (2013), sample is representative of the population to be studied. Sample is people who involved to this research. The sample of this research is X IPS 1 class that consists of 23 students. This study used purposive sample because the researcher only chose 6 students to be interviewed from 23 students with the different background. The reason why the researcher chose those six students as the respondents because the researcher decided that she needs to interview students which have different capacity to know the different responses from each students. So that the researcher will know whether the media is really work or not.