Chapter III
Research Method

In this chapter contains the research method which explains about research design, research method, technique and procedure data collection, technique of data analysis, population and sample.

3.1 Research Design

Based on Creswell (2014) said that the broad research approach is the plan or proposal to conduct research, and the specific methods or procedures of research that translate the approach into practice. Then, Fraenkel and Wallen (2009) said that regarding research by practitioners, the research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice called by action research. Action research involves four basic stages: (1) identifying the research problem or question, (2) obtaining the necessary information to answer the question(s), (3) analyzing and interpreting the information that has been gathered, and (4) developing a plan of action.

The writer merges the design of the research into three steps, namely:

3.1.1 Planning

In this step, writer is making several steps. First, writer is making a title of final paper and approvement by lecturer. Next is writer taking a seminar proposal and do the field research. In procedure of field research, writer is asking for permissions to the head of curriculum in SMPN 29 Bandung to do

the research there. Second, writer is completing a procedure such as sending a letter from the English Department to the school. Third, writer is asking the English teacher from eighth grade to teach recount text using RADEC learning model.

3.1.2 Implementing

In this step, writer is doing observation, pre-test & post-test and share a questionnaire to find the data. The data is how the teacher carry out and implement the RADEC learning model by material recount text to eighth grade student of SMPN 29 academic year 2024-2025.

3.1.3 Reporting

In this step, writer is writing what are the findings after analyze the result of observation and questionnaire. Then reporting the result of analysis in form of this research which has a title "The Implementation of RADEC (READ, ANSWER, DISCUSS, EXPLAIN, CREATE) in Teaching Recount Text to Enhance Student's Reading Skills (A Study towards the Eighth Grade Students of SMPN 29 Bandung Academic Year 2024-2025)". This research is analyzing what the teacher's work as a descriptive study. Then, writer is using descriptive qualitative method to answer and interpret the research questions.

3.2 Research Method

In this study, writer uses qualitative research. Based on Fraenkel and Wallen (2009), qualitative research is used to identify the phenomenon to be studied, the

participants in the study serve as the sample of individuals who will be observed, and a typical qualitative study may begin with few, if any, hypotheses posed by the writer, but with several being formulated, reconsidered, dropped, and modified as the study progresses. The writer observes people, events, and occurrences, supplemented by interviews and document analysis. In a qualitative study, data analysis entails synthesizing information from many sources, such as observations, interviews, and documents, to create a coherent account of the findings. Interpretation and conclusion in qualitative research involves making constant interpretations during the study.

The writer uses descriptive analysis to convey the results of the research and the reason for using qualitative methods to describe how the English teacher of eighth grade students at SMPN 29 Bandung academic year 2024-2025 carry out RADEC learning model and how the English teacher of eighth grade students at SMPN 29 Bandung academic year 2024-2025 implement RADEC learning model.

3.3 Procedure of Data Collection

According to Vanderstoep and Johnston (in Muthiah, P., Naidu, R. S., Badzis, M., Nayan, N. F. M., Rahim, R. A., & Aziz, N. H. A., 2020), the methods used for collecting data in qualitative research are varied and extensive. Among the commonly employed methods are interviews, focus groups, observations, and text analysis which include the spoken word (conversations, people's stories, speeches), visual representations (films, photos, online publishing, videos, visual arts), written texts (books, diaries, historical documents, newspaper articles,

poetry, reports) and artifacts of a culture (buildings, malls, monuments, roads). In this research, the data collection methods are observation, pre test-post test, and interview.

3.3.1 Observation

The observation stage is used to observe the procedure and teaching equipments have been made of English teacher of eighth grade students at the SMPN 29 Bandung Academic year 2024-2025 in implementing RADEC learning model in teaching reading skills of recount text.

According to Fraenkel, Hyun, and Wallen (2011) said that observation is observing how people act or how things look. For example, writers could interview teachers about how their students behave during class discussions of sensitive issues, but a more accurate indication of their activities would probably be obtained by actually observing such discussions while they take place. The degree of observer participation can vary considerably. There are four different roles that a writer can take, ranging on a continuum from complete participant to complete observer. Then, the observation is categorized as nonparticipant observation because the writers do not participate in the activity being observed but rather "sit on the sidelines" and watch; they are not directly involved in the situation they are observing. Based on Parm (2014) said that observation is a type of qualitative research method which not only included participant's observation, but also covered ethnography and research work in the field.

Table 3.1 The instrument of Implementation of RADEC Learning Model

Observation Sheet of Activities in the Application of the RADEC

Learning Model in Teaching Recount Text

Learning Steps	Teacher activity	Fulfilled	Unfulfilled
Read (pre-activity)	The teacher assigns students to read at home. To make students more focused, the teacher prepares pre-learning questions (worksheet) according to the indicators to be achieved.		
Answer (pre-activity)	The teacher instructs students to answer the pre-lesson questions on the worksheet independently at home.		
The Beginning of the class	- Prepare students physically and psychologically - Pray, take attendance - Review the previous lesson - Deliver today's learning objectives		
Core activities			
Discuss	- The teacher directs the students to form groups of 4-5 people. - The teacher directs the students to discuss the worksheet that has been done in the (Answer) stage.		
Explain	- The teacher directs each group representative to present their findings. - Group representatives present their findings.		
Create	- Students work on reading recount text.		
Closing			
Reviewing	- Students share what they have learnt today.		

	- Students share any difficulties when working on the problems.			
Reflection	- The teacher gives feedback to the students and then ends the class.			

Table 3.2 The instrument of Teaching Equipment

Meeting:

Date:

Teaching Equipment	Description	Learning Objectives	Fulfilled	Unfulfilled
Teaching material				
Student worksheet				
Teaching Media				
Teaching Evaluation				

3.3.2 Test

There are two types of test namely pre-test and post-test. The Pre-test and Post-test are used to find out the learning result of eighth grade students at the

SMPN 29 Bandung academic year 2024-2025 after implemented RADEC learning model.

Based on Malik, Tayyaba (2019) Pre-test/post-test and post-test-only designs are important assessment tools that help in direct and effective evaluation of a course or lecture to improve student learning. The idea of pre-test/post-test evaluation model is to measure baseline knowledge of participants at the beginning of a course/lecture and compare it with the knowledge gained after the course. Comparing participants' post-test scores to their pre-test scores enables to see whether the activity was successful in increasing participants' knowledge of the taught content.

3.3.3 Questionnaire

The questionnaire is used to know the responden opinion after being taught According to Sugiyono (2017), a questionnaire is a data collection tool in the form of a series of written questions given to respondents to answer. Questionnaires can contain open-ended questions, closed questions, or a combination of both. According to Sarwono (2017), a questionnaire is a data collection tool consisting of written questions that are arranged in such a way as to collect information about the variables under study.

Table 3.3 The instrument of Student's Activities

No	Statement	Disagree	Agree	Very Agree	Very Disagree

1	The use of RADEC learning model (Read, Answer, Discuss, Explain, Present, Create) in Recount Text material makes me happy.				
2	The learning material is delivered according to the learning objectives.				
3	The RADEC learning model (Read, Answer, Discuss, Explain, Present, Create) helped me to understand the Recount Text material better.				
4	The RADEC learning model (Read, Answer, Discuss, Explain, Create) helps me to be more focused and engaged in learning Recount Text.				
5	In the RADEC learning model (Read, Answer, Discuss, Explain, Present, Create), I am trained to think critically				

	and creatively in understanding recount text.				
6	In the RADEC learning model (Read, Answer, Discuss, Explain, Present, Create), I got support and help from my group members in understanding the recount text.				
7	The RADEC learning model (Read, Answer, Discuss, Explain, Create) makes me more confident in communicating.				
8	The RADEC learning model (Read, Answer, Discuss, Explain, Create) helped improve my reading comprehension skills.				
9	My interest in learning Recount Text has increased after using the RADEC learning model.				

1	Overall, I was satisfied using the RADEC learning model in understanding the content of the Recount Text.				

Source: Processed by the writer

3.4 The Techniques of Data Analysis

Based on Fraenkel, Hyun, and Wallen (2011) said that data analysis in qualitative research is an iterative and continuously comparative process that involves reducing and retrieving large amounts of written (and sometimes pictorial) information. Qualitative data are usually obtained from interviews, observations, and focus groups.

After obtaining data from the observation through pre-test, the next step is to compare what the teacher wrote in lesson planning and the teacher did in using the procedure of implementing RADEC Learning model. Then, to compare how the English teacher use the teaching equipments. After that, the writer would compare the result of pretest and post test in finding the mean of incresement and analyze some opinions of RADEC learning model through questionnaire. The data analysis technique used in this research is descriptive analysis to describe and interpret the results of descriptive data.

Based on the education website, there is the way to count the final result of a test can be seen as belows:

Mastery score = $\frac{Student's\ correct\ answer}{Maksimum\ Score}$ X 100

There is a formula to find a mean in each pre test and post test. Sample mean formula. The sample mean is written as M or x̄ (pronounced x-bar). For calculating the mean of a sample, use this formula:

$$\bar{x} = \frac{\sum x}{n}$$

- x̄: sample mean
- : sum of all values in the sample dataset
- n: number of values in the sample dataset

Regarding to analyzing the student's score of reading from pretest and post-test score, the writer uses formula:

P= y1-y   x 100%

   y

P : Percentage of Student's Improvement

y : pre-test result

y1: post-test result

3.5 Population and Sample

3.5.1 Population

According to Fraenkel, Hyun, and Wallen (2011) in educational research, the population of interest is usually a group of persons (students, teachers, or other individuals) who possess certain characteristics. In some cases, however, the population may be defined as a group of classrooms, schools, or even facilities. The population of this study is the eighth grade students community. Class 8 of

SMPN 29 Bandung in the 2024-2025 academic year consisting of 9 classes namely VIII A-VIII J by total 283 students.

3.5.2 Sample

Based on Fraenkel, Hyun, and Wallen (2011) sampling is one of the most important steps in the research process is the selection of the sample of individuals who will participate (be observed or questioned). Purposive sampling is different from convenience sampling in that writers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need. The major disadvantage of purposive sampling is that the writer's judgment may be in error—he or she may not be correct in estimating the representativeness of a sample or their expertise regarding the information needed. The sample of this study is class VIII H SMPN 29 Bandung which amounts 29 students. Because, this class has a quite activeness in learning.