CHAPTER III
METHOD OF INVESTIGATION

In this chapter, the researcher will explore in detail the methodology of the research used in this study. It is divided into several sub chapters. They are research design, research focus, research instrument, research subject, research time and setting, data collection technique and data analysis technique.

A. Research Design

The writer designs this study as empirical consideration when the writer has found in practice teaching (Praktik Pengalaman Lapangan) at Senior High School that male students got more difficulty than female students when they have learned narrative text. Based on this fact, the writer conducts a comparative qualitative study to investigate male and female in learning narrative text. This study is non-hypothesis research because the researcher has been not considered a hypothesis yet while the writer hopes to find out a hypothesis.[1] The writer uses comparative analysis research through qualitative approach at the 2nd grade students of SMA Al Muhammad Cepu Blora in the Academic Year of 2010/2011. This study is identified, abstracted, described and compared from theories, facts, and data from two subjects to find out comparative result. [2]

Dealing with this research, the writer wants to investigate males and females' learning and several factors involves in narrative text. Then, the writer would to find similarities and differences between males and females. The writer has designed the study for 15 days as main activity from March 10, 2011 until March 24, 2011. The main activities include observing learning

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[1]Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2008), p. 64.

[2]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: Asdi Mahasatya, 2006), p. 267.

activity, interviewing students, and collecting documentation to support the research data. Schedule of comparative study is attached.[3]

B. Research Focus

The focuses of the study are:

1. Students

Students can be investigated in their learning narrative text included: (1) students' intensity in learning English, (2) students' intensity for getting difficulty in learning English, (3) students' ability in learning English, (4) students' intensity for preparing narrative text, (5) students' readiness in acquiring narrative text, (6) students' attention in learning narrative text, 7) students' opinion for learning narrative text, (8) students' opinion for narrative text.

2. Learning Activity

Learning activity in the class is necessary to be observed as indicator to describe students' learning to the material with these categorizes: (1) response for teacher's job, (2) response for delivering teaching and material, (3) students' activeness, (4) students' learning style, (5) students' performing on narrative story, (6) students' response to the learning evaluation.

3. Teacher

Teacher was observed in teaching-learning activity. Besides, researcher also needs to conduct interview with teacher to get explanation about male and female students' learning in narrative text.

C. Research Instrument

In this study, the writer used three kinds of instrument in gathering data. Those are observation, documentation and interview. For observation

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[3]Schedule of Comparative Study, Male and Female in Learning Narrative Text, See in Appendix 1.

and interview, the writer used some instruments in this research in order to find out data as follows:

1. Observation Guidance

   This study uses non-participatory observation because the writer participates indirectly in learning activity while the observation is arranged based on some structured categorizes.[4] Observation is the activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study. Based on Thorndike and Hagen, there are several steps to conduct observation. First, there are aspects to observe. Second, the writer has to identify and classify some behaviors to categorize. Third, there must be training for observer. Last is determining and developing the procedures of observation.[5]

2. Interview

   In doing this research, the writer also uses structured and unstructured interview with several questions for teacher and students to find out data about males and females' style in learning narrative text. Structured interview determined students' aspiration in learning narrative text while unstructured with certain answer.[6] Besides, to determine students' aspiration with deeply consideration, the writer conduct unstructured interview.[7] List of questions are in English while in order to make students' understand well, the researcher translates into Indonesian language. The list of questions is attached.

3. Documentation

   This research uses documentation to discover the data from document, note, agenda, meeting note, and monograph.[8] This research

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[4]Sugiyono, Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, p.145.

[5]A. Y. Soegeng Ysh, *Dasar-Dasar Penelitian Bidang Sosial, Psikologi dan Pendidikan*, (Semarang: IKIP PGRI Semarang Press, 2006), p. 96.

[6]Sugiyono, Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, p.138.

[7] Sugiyono, Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, p.138.

[8]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik.*, p. 231.

used monograph from the school as evidence to support any explanations about general description dealing with school condition. Monograph data and students' worksheet from the school is attached.

D. Research Subject

The subject of the research is students of 2nd grade of Science Program and Social Program of SMA Al Muhammad Cepu Blora in the Academic Year of 2010/ 2011 in learning narrative text in second semester that consist of 4 males and 6 females from Science Program and 5 males and 6 females from Social Program.

E. Research Time and Setting

The researcher had time schedule to do the research. The schedule had been used to do observation, conducted research, and analyzed the result. Further explanation for time and setting the research are such as: 1) time for research; from March 10, 2011 until March 24, 2011, 2) research setting; the comparative study at Second Grade of SMA Al Muhammad Cepu Blora in the Academic Year of 2010/2011. The school is located on Wonorejo, Cepu, Blora, Central Java. Phone (0296) 425780.

General Illustration of SMA Al Muhammad Cepu Blora

a. History of establishing school

The school has been established on 1995 under licensed Head of Regional Education and Culture Department (Kepala Kantor Wilayah Departemen Pendidikan dan Kebudayaan Provinsi Jawa Tengah) with Letter of Recommendation Number: 273/C.C7/Kep./MN/99, on 17 September 1999. It is accessible on entrance of Blora Regency as settles closed to Cepu Blora Street with School Statistical Number: 304031605024/300420. The school is Islamic school under commanded Al Muhammad Institute. The school principle is Drs. Ali Mahmud. Besides, Sariman, S.H.I as vice principle for curriculum sector and Patuh Heru Widodo, S. Pd. Kim. as vice principle for student sector.

b. **Vision and Mission**

Vision

"BERIMAN, BERILMU DAN TAQWA,CERDAS, TRAMPIL AKTIF DAN KREATIF"

"Faithful, Learned, Godfearing, Intelligent, be Active and Creative"[9]

Mission

And it has the mission as follows:[10]

1) Shape students to be educated person within formal and religious so that can be useful for religion, people and nation.

2) Capable for applying knowledge for himself or himself and for people.

3) Being sensitive and perceptive to receive trusteeship for kyai and Alim Ulama and being capable for 'Amar Ma'ruf Nahi Munkar'.

4) Being active to get knowledge, and being creative to solve problem well.

c. **School Facilities**

SMA Al Muhammad Cepu has enough facilities to support teaching learning process. It has main building with two floors, middle, northern, southern, eastern, and another main hall for any uses. The library is well facilitated with various books to support teaching learning process. Besides, Computer and Bilingual Laboratories have been used to conduct teaching learning process well.

d. **School Location**

SMA Al Muhammad Cepu is located Jalan Blora 151 Cepu. This location is easily accessed from any side and good for learning activity.

e. **School Curriculum**

Generally, SMA Al Muhammad Cepu has double curriculum. The main curriculum is formal curriculum from National Education Affair

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[9]Documentation from *SMA Al Muhammad Cepu's Monograph*, taken on March 16, 2011.

[10]Documentation from *SMA Al Muhammad Cepu's Monograph,*taken on March 17, 2011.

(Kementerian Pendidikan Nasional) while supporting curriculum is from Islamic Boarding curriculum (kurikulum Pondok Pesantren).[11]

F. Data Collection Technique

This study uses instruments to collect the data. Several instruments are used to collect the data are interview, observation and documentation. This research uses structured and structured interview that may ask several questions in the form and order on interview guidelines. Based on Paton's opinion, certain interview may use probes to elicit further information and clarification. Specifically, he describes some categories for interview session.

Related to these categories, first category is about behavior or experience. It tells what a person does or has done. Next category is opinion or values. Opinion is what a person thinks or believes. Third, there are feelings while related category tells how a person feels, his or her emotional responses or reactions. Forth is knowledge. The factor is "the fact" as viewed or known by the person. Last is sensory information and demographic. Description about sensory information is about the person's sensory world-smell, sound, sight, touch, and taste. Besides, demographic information's scope is about background or information about the person that helps to situate the person in relation to others.[12]

Besides, to obtain primary written data, the researcher observes teaching and learning process by using systematized-observation. The observation was participant observation. Susan Stainback describe observation, the researcher observes what people do, listen to what they say, and participate in their activities.[13] Furthermore, documentation also important to analyze the material taught from students' writing task and general description of research subject.

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[11]Documentation from *SMA Al Muhammad Cepu's Monograph,* taken on March 19, 2011.

[12] Donald Freeman, *Doing Teacher Research: From Inquiry To Understanding*, (Canada, Heinle &Heinle Publishers, 1996), p. 236.

[13]Sugiyono, *Metode Penelitian Kualitatif Kuantitatif dan R&D*, p. 227.

G. Data Analysis Technique

Generally, this study is comparative qualitative research with applying analysis inductive and reflective mode of logic. This analysis uses several steps are as follows.[14] Early step is collecting and understanding. To minimize useless data, there must be reducing the data. This step is minimizing, reviewing, summarizing and abstracting in order to get appropriate consideration. Next, the writer would to classify and making group for available data to make clear understanding and description.

There are four criteria must be followed for making data into unit. A first criterion is credibility, presence, and number of subject, reference, and change. The next step is criterion of dependence and certainty. Moreover, the data is categorized into two main subjects: male and female while categorizing is important to do. The reason is there are several aspects like structured interview to determine students' classification. Validating data is also conducted by writer. The step is for investigating source of data. When all data is already finished, further step is analyzing and interpreting the data with appropriate approach. After that, early conclusion is already got. Final step is final conclusion as the result of the research.

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[14] A. Y. Soegeng Ysh,, *Dasar-Dasar Penelitian Bidang Sosial, Psikologi dan Pendidikan*, p. 234.