

CHAPTER III

RESEARCH METHODOLOGY

1.1 The Research Design

The research design of this research is qualitative that focus in one variable classroom activities in critical reading of secondary grade of SMAN 3 Pekanbaru. Design of the research used qualitative it means in qualitative research have description quality and disposed used analysis with qualitative approach.

According to Creswell (2005: 39) said that qualitative research is a type of educational research in which the researcher relies on the views of participants, ask broad, general question, collects data consisting largely of word (or text) from participants, describes and analyzes these words for themes, and conduct the inquiry in a subjective, biased manner.

In qualitative research arrange in description that has creative quality and deep to viewed naturalistic characteristic which full accuracy. Qualitative research concerned with non-statistical methods of inquiry and analysis of social phenomena. This research seen in observation sheet and documentation, it means every item indicates for critical reading activities will recorded on the research. The researcher did passive participation by sitting at the backside of classroom and observed students' activities to complete the data.

1.2 The Location and Time of Research

The research activities were conducted at eleventh grade's class of SMAN 3 PEKANBARU. The time for conduct the research activities were started on October 2016 at SMAN 3 Pekanbaru.

1.3 The Population and Sample of Research

1.3.1 Population

A population is a group of individual persons, objects, or items from which samples are taken for measurements for example a population of presidents or processors, books or students.

According to Gay (1990:102) in Yozi a population is a group of the interest to researcher, the group to which she or he would like the result of study to be generalized. In this case, the writer interested to have population of the research the students at second grade of SMAN 3 PEKANBARU. The numbers of the population were 210 students consist of seven classes each class consisted of 30-35 students.

1.3.2 Sample

Based on the population above, there were ten classes. But the researcher only chose one class as the sample by Random Sampling. After took a LOTERE, the Researcher took 11.2 class as the sample of this research. This class consisted of 30 students which there were 10 males and 20 females.

1.4 Research Instrument

The instrument of this research was observation checklist. The writer took the data by observed the classroom activities in critical reading. All of the progress was recorded in video as documentation. In this research, the indicators in the observation checklist were adopted from Axelrod and Cooper (2002) employed for primary data collection in order to know classroom activities in critical reading.

Table 3.4 Blue Print of the Observation

CRITERIA	EVIDENCE	FEW EVIDENCE	NOT EVIDENCE
I. OBJECTIVES			
1. Objectives stated in behavioral term			
1.1 Critical Reading			
1.2 Classroom Activities			
II. INDICATORS			
1. INDICATORS OF CRITICAL READING			
1.1 ANNOTATE			
a. highlight or underline key piece of text			
b. make notes in the margins of the text			
1.2 PREVIEW			
a. skim to get an overview of the context			
b. identify rhetorical situation			
1.3 CONTEXTUALIZE			
a. consider an idea, event, activity in the text			
1.4 OUTLINE			
a. identify the main ideas and restate them into students own words			
1.5 SUMMARIZE			
a. summarize the text			
1.6 EVALUATE			
a. evaluate an argument of reading text			
1.7 QUESTION			
a. make question about text			
a. ask question to the teacher or friends			

1.5 Research Procedures

There were some procedures to get the data in this research. There were as follows:

1. The writer investigated the classroom activities before do the observations to determine classroom atmosphere.
2. The writer designed the observation checklist based on the aim of investigation.
3. The writer took the observation and participate at the backside of the class and did not interrupt the teaching-learning process.
4. The writer asked a friend or student to be a partner to record the research progresses the observation phase and the interview as documentation..
5. The writer process the data gathered from the observation and documentation.

1.6 Data Collection Technique

The data has been collected by using observation sheet, questionnaire and documentation.

The procedures to conduct the data were as in the following:

1. Provided an observation sheet to be checked.
2. Asked permission to teacher to conduct the observation.
3. Sat down at the backside of the class and observed the students reading activities.(passive participation)
4. Checked the observation sheet and filled it based on the classroom activities.
5. Recorded all of the research progresses (observation) as documentation.

1.7 Data Analysis Technique

There are some steps to analyze the data in data analysis technique, they were as follows:

1. The researcher analyzes observations checklist that has been checked based on teaching and learning process.
2. Analyze the documentation video to detail the data collection.

