

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology which is divided into three subchapters. The subchapters are the design of the study, the data collection method, and data analysis.

3.1 Research Design

This research was aimed to types of task from the most difficult up to the easiest one. The types were based on graduation competence standard (better known as *SKL*) in *UN*.

3.2 Site and Participants

3.2.1 Site

The writer took the data from his own workplace. This is a well-known *bimbingan belajar* in Bandung. This place is dedicated for elementary up to senior high school students. The writer was so lucky because he did not have to ask any permission to do the research since the writer himself who was in charge to do whatever things to improve his students' comprehension in English, particularly minimum skills that are required for *UN* which are reading and writing.

His students as well as their parents put a lot of trust and expectation for each of the teachers working at this place. As English has become one of the subject matter

tested in *UN*, it is his duty to help them passing the examination with 5.5 minimum score for each subject. For him, this research becomes important as one of his service for them.

3.2.2 Participants

There were 20 students coming from different junior high schools in Bandung. The schools were from different clusters. The fact that a *bimbingan belajar* consists of many students coming from different school had suited the writer. This condition was all that he needed to do the research.

Table 3.1 Sample of the Research

NO	SCHOOL	SAMPLE
1	SMPN 18	6
2	SMPN 48	6
3	SMPN 13	3
4	SMPN 30	2
5	SMPN 31	1
6	SMPN 51	1
7	SMP Angkasa	1
TOTAL		20

3.3. Data Collection

Data collection was done in two ways. First was task giving and the second one was interviews. Task giving was an ultimate weapon in revealing students burden performing narrative text question. The data then were cross-checked with students' interviews.

3.3.1. Task Giving

Without any treatment, the respondents were given 20 tasks to do. A set of task titled *Soal-Soal Narrative untuk Prediksi UN 2009* taken from <http://www.halloenglish.web.id> then was utilized. The material was about narrative text. The task covered all techniques required for UN. There were five reading and two writing techniques that the students had to master. The techniques for reading were identifying main idea (IMI), identifying detailed information (IDI), identifying implied information (III), identifying word references (IWR), and identifying word meaning (IWM). The techniques for writing were arranging jumbled sentences (AJS), and completing paragraph (CP).

Ideally, the number of task ratio has to be proportional in terms of difficulty rate. The task difficulty rate was classified based on Basri in 2008. The names of the group are easy, medium, and hard. Hasan and Zainul (1991) claim that good task instrument difficulty rate is supposed to be balanced which is 25% hard, 50 % medium and 25 % easy. Fortunately, the task was quite appropriate to their Task Difficulty Rate (TDR) ratio proposed by them. TDR determines how far students can do their best in a test. To assess each of task numbers in terms of their performance to become resistant for the students is simply to calculate the sum of true answers divided by sum of all students.

We can see in this formula:

$$P = \frac{B}{JS}$$

P = Task Difficulty Rate
B = the sum of right answer
JS = the sum of student

After giving the students those tasks to the students, the writer noticed that there were four easy numbers, 10 moderate numbers, and six hard numbers for the students. The data of their TDR were served as follow:

Table 3.2 Task Difficulty Rates

NO	TDR	NUMBERS	PERCENTAGE
1	hard	6	30%
2	medium	10	50%
3	easy	4	20%

We can see from the table above showing that 30 % of the task numbers (4, 8, 10, 11, 13, and 15) was considered to be hard. Then, about 50% of task numbers (1, 2, 3, 9, 12, 14, 16, 17, 18, and 19) was considered to be moderate. Meanwhile, 20 % of task numbers (5, 6, 7, and 20) was considered to be easy.

Having seen the data, the writer believed that the TDR for the task was quite proportional. It almost went along with Hasan and Zainul (1991).

3.3.2. Interviews

Interviews were needed to collect information which was not covered in task giving. The students had been asked about their problems in answering each of task numbers. The core question was what things that failed them in answering the questions.

3.4 Data Analysis

3.4.1 Transcription.

The main source of the research was students' task transcription. The research then could be examined in details to get goal in this research. Task transcription in an authentic proved how far each of his students could access information. The transcript later on showed him students' capability that varies one another.

3.4.2 Decoding

Students' task transcription was still a raw material. The writer had to decode it to make it understandable. The factual evidences about the students' achievement were then converted into data tables (as we can see at appendices).

3.4.3 Interpretation

The objective of the research was to find out students' difficulties in answering narrative task in the area of reading and writing skills. However, we did not have many clues if there are only students' transcriptions. Students' performance on this

task transcription was then needed to be interpreted to uncover the real condition about his students' ability to access information in the text.

