

## **CHAPTER III**

### **RESEARCH METHOD**

In this section of the study, there are specific methods and procedures employed in selecting, collecting, identifying, and presenting the data related to the topic. This chapter also provide a broad explanation about the population and sample, research instrument, data collection technique, and data analysis technique used in this paper.

#### **A. Research Design**

The method used in this study is quantitative research. The goal of quantitative research is objectivity and quatifying the phenomenon under study. This study give numerical value to an intriguing concept or idea. There two types of quantitative methodologies: experimental and non-experimental/descriptive study (schreiber & Asner-self, 2011). This study used experimental design. The intentional control and matipulation of the variables that determine the events of interest, the introduction of interventions, and the measurement of the consequences of such intervenstions are crucial element of experiment research (cohen, et al., 2007)

Based on Muijs (2004) there four distinct types of experimental designs that can be employed as effective research studies there are, Pre-Experimental Design, True Experimental Design, Factorial Design, and Quasi Experimental Design. The researcher conducted a quasi-experimental design in an attempt to approximate as closely as possible the advantages of the actual experimental design where the problems arise, such as to implement the program in natural school.

The researcher also evaluate the impact of Fishbowl Strategy on students reading comprehension skill that having different learning motivation and also evaluating changes from treatment that had been given.

#### **B. Population and Sample of Study**

The researcher used quantitative with a quasi experimental approach. The population of this research from second year students at SMA ISLAM PLUS Hidayatut Thullab. The population of this research consist of 3 classes. The total

population of this research is around 75 students. Researcher chose two classes (XI IPS 2 & XI IPS 3) as a sample of this research. XI IPS 2 became the experimental class, and the XI IPS 3 became the Control class. The Experimental class, the reseacher used Fishbowl Strategy as a tool for developing their reading comprehension skill, and for the Control class the reseacher use Think, Pair, and Share for their reading acquisition. Before the treatment the researcher will give the quistionnaire to know their learning motivation in Reading comprehension, the questionnaire will be given to both classes. Then, 2 classes got pre test before the treatment to know their ability on Reading Comprehension. After the treatment both of tthem get the post test to assess their progress on reading comprehension.

**Table 3.1**  
**The Differences Between Experimental Class and Control Class**

Class	Before Treatment	During Treatment	After Treatment
Experimental Class	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Pre Test</li> </ul>	Fishbowl Strategy	Post test
Control Class	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Pre Test</li> </ul>	Think, Pair and Share	Post Test

### **C. Research Instrument**

An instrument is very useful for this research, through the instrument we will know the result of the research. The researcher collected the data by distributing the multiple choice test to the student to know their effect of fishbowl strategy in their reading comprehension, and also distributing the questionnaire to know their learning motivation.

#### **a. Questionnaire**

The data collected use Questionnaire. This method is carried out by present written statement or questions to be answered by respondents. The

instrument for questionnaire of learning motivation developed according to Uno that show in the table (Uno, 2010). The questionnaire adapted from the instrument that have been developed and tested by Krismony, et.al (2020). Before making the instrument the indicator and sub-indicators of motivation to learn English have been formulated as shown in the table below.

**Table 3.2**  
**Indicator and Sub Indicator of Learning Motivation**

<b>Motivation Indicator</b>	<b>Motivation sub Indicator</b>	<b>Number of Item</b>	<b>Items Number</b>
There is passion and desire to get succeed	1. Active in Learning	7	1, 2, 3, 4, 5, 6, 7
	2. Happy in Learning	4	8, 9, 10, 11
	3. Do not break up quickly	2	12, 13
	4. Not quickly satisfied with the result	1	14
	5. Tenacious in face og learning difficulties	1	15
There are urges and need in the study	1. Have clear goals in learning	1	16
	2. Curiosity	2	17, 18
	3. There is feedback	2	19, 20
	4. Interest in Learning	1	21
There are hopes and dreams future	1. Looking for things related to learning	1	22
	2. Perseverance in Learning	1	23
There are interesting	1. Avoiding punishment	1	24

activities in study	2.	Praise (Award)	1	25
	3.	Get Achievements in class	2	26, 27
There is conducive learning environment	1.	The Atmosphere of the place to study	1	28
	2.	Happy with the way teacher teaches in class	2	29, 30

There are 30 statement that answered by the participant. Questionnaire result will be analyze using SPSS 26 software. To measure the level of learning motivation, the researcher will use a five point likert scale.

**Table 3. 3**  
**The Measurement Scale**

Optional	Score
Strongly Disagree	1
Moderatly Disagree	2
Neutral	3
Moderatly Agree	4
Strongly Agree	5

The spesification scale of motivation to assess the level of agreement or disagreement based on certain establish criteria. To meadure the level and type of subject's learning motivation, a five point Likert Scale was used, the Likert scale was from Robert, C. Gardner (1972). This scale is used in the questionnaire to assess the level of agreement or disagreement based on certain established criteria.

**Table 3.4**  
**The Spesification Scale of Motivation**

Mean Range	Interpretation
3.58-5.00	High Degree of Motivation
2.34-3.67	Moderate Degree of Motivation
1.00-2.33	Low Moderate of Motivation

b. Test

For the reading test in reading comprehension the test used 5 texts, and every texts have 5 questions. The total of the questions are 25 questions. The reading test would be multiple choices. The questions tested with some of participant to know the reability and validity of the question in the test. For the blue print of the test, will be attach on Appendix.

There will be 2 test there pre test and post test :

1. Pre test, is a test that used to measure the students ability before the treatment. In this pre test the researcher will give 25 questions about reading comprehension in Report Text. This test will occure on the first meeting in the class
2. Post test, is a test that used to measure, and know about the significant effect of their skill after the treatment using Fishbowl Strategy. It same with pre test, it will have 25 questions about reading comprehension in Report Text.

**D. Treatment Procedure**

The Treatment for Experimental class used Fishbowl Strategy, and for the control class used the peer teaching. Every class will get pre test, post test, and also questionnaires. There are 6 meetings included share the questionnaire, pre test, explanation the materials toward the students then, give post test, last will get the questionnaire.

**Table 3.5**  
**The Activities During the Treatment**

Phase	Experimental Group	Control Group
Pre-Activities	<ul style="list-style-type: none"> <li>▪ The teacher start the class with Greeting and Praying</li> <li>▪ The teacher explain the topic and material that will be taught in class</li> <li>▪ The teacher ask the students about the material related to the topic to stimulate the students</li> <li>▪ The teacher start explain about the objectives and goals of the study</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher start the class with Greeting and Praying</li> <li>▪ The teacher explain the topic and material that be taught in class</li> <li>▪ The teacher ask the students about the material related to the topic to stimulate the students</li> <li>▪ The teacher start explain about the objectives and goals of the study</li> </ul>
Wishlist Activities	<ul style="list-style-type: none"> <li>▪ The teacher explain and give the material about Report Text, The social Function, the generic structure, and the language features.</li> <li>▪ The teacher give the student the copies of the example of report text, then the teacher will give the students enough time to read the text.</li> <li>▪ The teacher ask the students make a group consist of 4-5 students</li> <li>▪ The teacher let the students to identify each paragraph to know about the main idea of the paragraph</li> <li>▪ The teacher ask the students to identify the vocabularies in the report text.</li> <li>▪ The teacher ask the students to make some question from the text such about the main</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher explain and give the material about Report Text, The social Function, the generic structure, and the language features.</li> <li>▪ The teacher give the student the copies of the example of report text, then the teacher give the students enough time to read the text.</li> <li>▪ The teacher give some questions toward the students and the students try to answer it independently</li> <li>▪ Then, ask the students to dicuss it with their partner.</li> <li>▪ The students present their result of their discussion in front of the class</li> <li>▪ After all of the groups do the presentasion, the teacher explain the material about report text that the students</li> </ul>

	<p>idea, the factual information, or about the inference in the text</p> <ul style="list-style-type: none"> <li>▪ The teacher give the students the index card, and distribute it to all of the students.</li> <li>▪ The teacher ask the students to make question about the text.</li> <li>▪ The students gather their index card that have questions in it</li> <li>▪ Then the teacher scrambled the index card and give to all the students</li> <li>▪ The teacher ask the students to make 2 circles, 1 inner circle and the other in outer circle</li> <li>▪ The teacher give the students times to discussion the answer</li> <li>▪ The presentation start with the first group to be in the inner circle, they answer the questions and share it toward the others students. the outer circle be the listener.</li> <li>▪ The teacher observe the dicussion from the outside circle</li> <li>▪ After all of the groups do the presentasion, the teacher explain the material about report text that the students still confused</li> </ul>	<p>still confused</p>
<p>Post Aactivities</p>	<ul style="list-style-type: none"> <li>▪ The teacher summarize the material</li> <li>▪ The teacher ask the students to read more text for developing theri understandin</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher summarize the material</li> <li>▪ The teacher ask the students to read more text for developing theri understandin</li> </ul>

	<p>in text</p> <ul style="list-style-type: none"> <li>Praying and closing.</li> </ul>	<p>in text</p> <ul style="list-style-type: none"> <li>Praying and closing.</li> </ul>
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The researcher conducted the research for four meetings, in both Experimental Class Control Class. The meeting will explain in the table below:

**Table 3.6**  
**The Plan of the Meeting in the Class**

Meeting	Experimental Class	Control Class
Meeting 1	<ul style="list-style-type: none"> <li>Share the Questionnaire to know about their motivation in this Subject</li> <li>Give the Pre – Test to know their reading comprehension skill level before the treatment</li> <li>Explain what are they going to do fo the next meeting</li> </ul>	<ul style="list-style-type: none"> <li>Share the Questionnaire to know about their motivation in this Subject</li> <li>Give the Pre – Test to know their reading comprehension skill level before the treatment</li> <li>Explain what are they going to do fo the next meeting</li> </ul>
Meeting 2	<ul style="list-style-type: none"> <li>Explaining about Report Text, include the purpose of the text and the language features of the text. Then give them some examples of Report Text</li> <li>Ask them to make some groups and make some questions for others group. then, discuss it with their own groups.</li> <li>Then, dicuss their answer to others group with Fishbowl Strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining about Report Text, include the purpose of the text and the language features of the text. Then give them some examples of Report Text</li> <li>Ask them to read some of report text and answer the questions independently then discuss it with their partner.</li> <li>Present their dicussion in front of the class.</li> </ul>
Meeting 3	<ul style="list-style-type: none"> <li>Because the limitation of the</li> </ul>	<ul style="list-style-type: none"> <li>Because the limitation</li> </ul>



	<p>time, the participant continued the dicussion</p> <ul style="list-style-type: none"> <li>▪ Reviewed the their discussion and give them suggestion</li> </ul>	<p>of the time, the participant continued the dicussion</p> <ul style="list-style-type: none"> <li>▪ Reviewed the their discussion and give them suggestion</li> </ul>
Meeting 3	<ul style="list-style-type: none"> <li>▪ Do Post-Test to know their developing after the treatment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do Post-Test to know their developing after the treatment</li> </ul>

### **E. Data Collection Technique**

The instrument for collecting the data for this study are a listening test and a questionnaire. For this investigations, the research collects the following data: The research initially selected the eleventh grade students as the population. Second the researcher used one of the elevent grade as an experimental sample. Third, the reseacher administer a pre-test to determine the students’s baseline knowledge piror to statrting the treatment. Fourth, the study employs fishbowl strategy for the exoerimental class, and think, pair, and share for control class. Fifth, the researcher gave the students a post-test to gauge their listeing skill. after doing the previously menstioned procedures, the researcher looked at the test results. Analysis was carried out to obtain important data result and information.

### **F. Data Analysis Technique.**

The researcher used quantitative forms to analyze the data. Processing quantitative datayields a numerical presentation, described a set of numbers, and presents number as averages, frequencies precentage.

In the meantime, the quantitative data for this study was gathered using quantitattive method, it called post-test of the experimental class and control class. To collected the data for this research. The researcher used ANCOVA on SPSS program 25.0 to analyze the data. After the test was finished, the researcher compared the results of the two assessments to ascertain whether

or not Fishbowl strategy have significant impact on student's reading comprehension skill.