CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this study, researchers using descriptive quantitative method since the primary data to describe what types of difficulty faced by students in reading comprehension was collected by closed-ended questionnaire. Quantitative descriptive research is research that describes a situation or phenomenon objectively. According to Muijs, D (2010) descriptive quantitative is a method that studied using numerical or percentage to describe the specific phenomenon. It means that, when the study or research deals with the effort to give a picture or description of certain phenomena, then descriptive research is the best option. Therefore, in this descriptive study, it is research conducted with the aim of analyzing what difficulty students of English Education study program at IKIP PGRI Pontianak have in reading comprehension. Researcher used a descriptive design in this study, namely focuses on a particular phenomenon in the campus environment about students' difficulties in reading comprehension. In addition to this, to confirm the primary data collected the closed-ended questionnaire, the researcher also conducted an interview, whose data was analyzed by thematic analysis although this is only an additional data to support the main finding.

B. Subject of Research

In this study, researcher used purposive sampling. The purposive sampling technique, also called assessment sampling, is the intentional choice of a participant because of the qualities that the participant possesses. It is a non-randomized technique that does not require an underlying theory or a number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide information based on knowledge or experience (Ilker et al, 2016). So to determine the sample in this study, the researcher used purposive sampling.

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Population is all subjects studied and have certain characteristics. Population is also not just the number of objects/subjects studied but includes all the characteristics possessed by the subject/object (Creswell, 2012, p. 142).

In this study, the researcher determined that the population of this study were students at IKIP PGRI Pontianak. Meanwhile, the sample is part of the population that has certain terms and criteria. According to Sugiyono (2018), the sample is part of the number if the population characteristics are owned. Thus it can be seen that what is meant by the sample is part of the objects, quantities, and characteristics taken from the population. Therefore, the sample in this study were 26 2nd semester English students who would fill out a questionnaire and 5 2nd semester English students who would be interviewed.

C. Techniques of Data Collecting

Data collection techniques are the ways or steps used to obtain data. data collection techniques are the most strategic steps in research, because the main purpose of research is to obtain data. In obtaining the data and information needed in this study, the researcher determined the data collection procedure in accordance with the problem under study. To collect the data the researcher used indirect and direct methods. University of Hawaii (2015) defined the indirect method is a method to gain data of the students' assumption. The second was the direct method. A direct method is required to add the data from the previous method, as the explanation before. The University of Hawaii (2015), defined the direct method as a method to gained and described the data from the students' activity. The researcher used a questionnaire and interview. It is because the researcher needed it to support the data in research, especially in the instruction process.

D. Tools of Data Collecting

In this study, researcher used questionnaire and interview as research tools to collect data. The two main tools can explain below:

1. Questionnaire

The first tool used by researchers in this study was a questionnaire. Questionnaire is a research instrument consisting of a series of questions to collect information from respondents. This study uses an open-ended questionnaire method, namely open testing and learning that uses a lot of correct answers to the problems given to students in finding answers. Giving a questionnaire is a step to get information indirectly. Students only answered by choosing the 4 points given (strongly agree, agree, rarely, never) that matched their experience. The researcher used a questionnaire to obtain information about difficulties in reading comprehension.

a. Validity

The instrument used to collect data must be valid, this research instrument provides a statement that has been tested so that the questionnaire can be used properly. The validity test was conducted to determine whether the statements/questions used were in accordance with the theory presented.

Table 3.1

Validity of Student' Reading Comprehension Test (tryout)

Pertanyaan	Rxy	r table	Status
Kurang nya pengetahuan kosakata membuat saya sulit untuk menafsirkan kata atau kalimat demi kalimat dalam sebuah teks	0,351	0,413	TIDAK VALID
Saya dapat memahami isi teks sehingga saya dengan mudah menentukan gagasan utama dari teks	0,298	0,413	TIDAK VALID
Saya dengan mudah menemukan ide pokok dalam teks	0,584	0,413	VALID
Saya mengingat kosakata yang telah saya baca	0,283	0,413	TIDAK VALID
Saya dapat memahami arti kosakata baru pada teks yang saya baca	0,187	0,413	TIDAK VALID
Saya dapat mengetahui paragraph dalam teks	0,490	0,413	VALID
Ketika saya membaca teks, saya menggarisbawahi atau mencari informasi penting dalam teks agar saya mengerti tujuan dari teks tersebut	0,236	0,413	TIDAK VALID
Saya membaca keseluruhan teks sehingga saya dapat membuat kesimpulan dari teks	0,057	0,413	TIDAK VALID

Saya membaca setiap paragraph sehingga saya mengetahui ide pokok dari setiap paragraph	0,442	0,413	VALID
Saya kesulitan dalam membuat kesimpulan	0,582	0,413	VALID

Based on the results of the questionnaire test above, the researcher used Microsoft Excel to calculate the tryout data. criteria to determine significance by comparing the Rxy value and the t-table value. if Rxy> t-table, it can be concluded that the instrument is said to be valid and reliable if the significant level is above 0.413. Microsoft Excel found that some questions were below that number, the test detected that there were 6 invalid questions in question numbers 1, 2, 4, 5, 7, 8. and 4 valid questions on questions 3,6,9,10.

b. Reliability

Testing is important to find out to what extentInstruments that are used repeatedly have the same results, meaning the instruments are consistent. According to Taherdoost (2018), ensuring reliability is related to repetition, for example a scale or test score used for research is measured repeatedly but still produces the same results. Researchers use Microsoft Excel to find the results of reliability.

Table 3.2

Reliability of Student' Reading Comprehension Test

Koefisien reliability	interpretasi
-0,874	Rendah

2. Structured Interview

Interviews are verbal communication between researchers and informants to obtain information. The researcher conducted interviews with students to obtain more concrete data to obtain information about students' difficulties in reading comprehension. Structured interviews are one way to find out what difficulties students face in learning to read and understand. The researcher asked 5 questions in sequence according to the structured interview guide related to reading comprehension, then students

would answer the 5 questions one by one. Researchers recorded all answers from respondents. The complete interview questions can be seen in Appendix IV of the Research Interview. This aims to strengthen the data that has been obtained from the questionnaire.

a. Try Out for Interview (Procedure & Result)

To assess the readiness of question items in the interview to gather data, a try-out was done before the main interview was conducted to five students selected from questionnaire respondents. Three students of the same class were involved in the procedure. These students are not involved in the main interview. The try-out focuses on a number of critical elements, including the instructions' clarity, the participants' comprehension of the question items, the time efficiency of interview, and the participants' motivation to provide honest response to the interview questions. A number of open-ended questions from Creswell, L. et al. (2012) were used to measure these indicators. These questions were asked after the students in the try out were interviewed by using the questions in the main interview.

After the conduct of try out, the result showed that there was no necessary change to be made in the interview guideline. The student involved in this try out reported that there were no confusing items and the instruction was all clear. There were no offensive questions that they found during the interview. They also felt comfortable to share their honest opinion to each item in the interview. Additionally, the recommended time for the researcher to conduct the interview is between 3 to 5 minutes.

E. Technique of Analyzing Data

The main data to describe the students' difficulties in reading comprehension at IKIP PGRI Pontianak, the researcher used the data from the questionnaire as primary data. In the research, the primary data was analyzed by quantitative analysis (using frequency, total score and percentage) in order

to determine which types of difficulty faced by the students and which one is the most frequently faced by them. On the other hand, the additional data collected from the interview was used to confirm the difficulties faced by the students. The data from interview was analyzed by using thematic analysis. The procedure of data analysis in this research is illustrated in the following section.

1. Analyzing Data from Questionnaire

The results of the questionnaire to be answered by the respondents will be measured by the percentage formula from Ridwan (2008):

$$P = \frac{f}{N} \times 100\%$$

Where:

F = Score obtained

N = Number of frequency/maximum score

P = Percentage number

Table 3.3
The Classification of Students' Difficulties

No.	Students' Initial Name	Determining The Main Idea	Understanding Vocabulary	Making Conclusion	Detailed Information
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					

18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
Total of each difficulties				
Frequency				

Table 3.4

Types of Difficulties, Frequency and Percentage

No.	Types of Difficulties	Frequency	Percentage
1.	Determining the Main Idea		
2.	Understanding Vocabulary		
3.	Making Conclusion		
4.	Detailed Information		

In this questionnaire, the researcher will give a score of 4 for always, 3 for often, 2 for rarely, and 1 for never. For a maximum percentage value of 100 and a minimum percentage of 0. Questionnaire benchmarks can be seen in the table below:

Table 3.5
Questionnaire Benchmark Category

No	Percentage	Scores
1.	0-49,00	Never
2.	50,00-59,99	Rarely
3.	60,00-79,99	Often
4.	80,00-100	Always

2. Analyzing Data from Structured Interview

Structured interviews are fully controlled by the interviewer (who possesses much power) and as such, gives the interviewee less room to be flexible and casual (Stuckey, 2013). The natures of questions asked by the researcher are very short, and the subjects are expected to respond in a similar fashion, with short and straightforward answers. Structured interviews have a set of guidelines which must be clearly observed by the researcher (Stuckey, 2013). The researcher has to adhere to the sequence of questions and question wording during the process.

To analyze the qualitative data, the researcher used qualitative descriptive research. The researcher applied three flow activities of qualitative data analysis by Hopkins (2008) which are data reduction, data display, and conclusion.

a. Data Reduction

Hopkins (2008) explained that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the written-up field note or transcription. It was related to the respondents' responses. The researcher needs data reduction for organizing data, and just focusing on the information that the researcher needs.

b. Data Display

Data display designed after the analysis of data reduction. According to Hopkins (2008), stated that data display can include different types of graphs, charts, and networks. It means, data display is organizing then presenting and describing the data so that can be understood appropriately. In this research, data display showing and describing the data from interview into tables. The tables are categorized based on the themes developed from the students' responses from interview. The results of analysis are displayed in tables placed in the appendix. The themes developed from the answers include reading preference, strategy to understand reading texts, difficulty of

reading while reading a text in English, determining main ideas from a longer text, and difficulty to retell the reading content.

    c. Conclusion

To verify the data, the researcher tried to conclude to analyze the result. Hopkins (2008), stated that from the start the researcher tries to decide what things mean and to note regularities, patterns, and explanations. The researcher decided to make conclusions about the data obtained from the interviews on the students' difficulties in reading comprehension. The conclusion drawn from five themes mentioned previously are reported in the finding of data from interview in chapter IV.