CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In a study, several methods are needed to determine problem-solving in research. Using methods in research helps researchers to analyze, collect information, and to obtain data from the sample under study. Research is a process that may be defined as a series of procedures to collect and analyze information in order to gain a deeper understanding of a subject or situation (Creswell, 2012:3).

In this study, researchers used a qualitative descriptive methodology to analyze the strategies used by teachers and to find out how students responded to the strategies implemented by teachers. A qualitative descriptive design uses a naturalistic point of view to understand a phenomenon that occurs in its natural setting and the pressure of meaning as it comes from the participants themselves (Bradshaw et al., 2017).

The goal of this qualitative descriptive study was to examine the strategies the teacher employs to teach reading in the classroom as well as how the students react to those techniques. In an effort to attempt and describe in a way that is both clear and sequential, depending on the questions that were prepared by researchers before venturing out to observe occurrences, descriptive methods are used by researchers. The objective of qualitative descriptive research is to learn about a phenomenon from the experiences, occurrences, and interactions of those who are directly involved in it (Bradshaw et al., 2017).

In this particular study, the researchers used descriptive qualitative analysis to look into the teacher teaching methods and the students' reactions to those methods. In this study, researchers collected data from the field about teacher and student observations in class. The data collected by the researcher were in the form of observations and interview transcript data. The researcher made field notes in class to get information about class VIII B students.

As such, qualitative research relies on collecting qualitative data to describe, decode, and derive meaning from naturally occurring phenomena that cannot be understood in numbers. Therefore, researchers want to know the ability of students to understand and respond to the strategies used by teachers in class VIII B students.

B. Population,Sample,and Sampling

1. Population

   The researcher is interested in every member of the population (Marczyk et al, 2005:18). Both the teacher and the eighth-grade students at SMP Negeri 7 Putussibau who was enrolled in the study during the academic year 2022–2023 are participants.

2. Sample and Sampling

   The quantitative results of the prior study was used to this study. Purposive sampling is a method that was chosen by the researcher to collect the sample. Purposive sampling, according to Arikunto (1990:125), is a method that researchers use when picking a sample for their study with a specific goal in mind. The participants in this study, 20 students from SMP Negeri 7 Putussibau in the eighth grade.

C. Technique and Tools of Data Collection

1. The technique of Collecting Data

   In order to conduct this study, the researcher first began by obtaining information using methods including observation and interviews. The researcher used observation throughout the investigation to ascertain the strategies employed by English teachers and the responses of students to the strategies utilized by their own professors in the course of educating reading comprehension. Over the period of two days, the researcher observed the classroom in question. The researcher directly observed the teachers' strategies for teaching reading comprehension as well as the students' reactions to those strategies in order to gather accurate information for the field notes.

The researcher conducted both organized and unstructured interviews to get the necessary data for the second portion of this investigation. Semi-structured interviews, according to Ary et al. (2010), are ones in which the topic of interest is chosen and questions are created, but the interviewer has the freedom to alter the framework or the questions at any time throughout the interview.

2. Tools of Collecting Data

Tools that are used for collecting data are interview and closed-ended questionnaires

a. Observation

The frst data collection used by the researcher was observation.

According to Sugiyono (2018: 229), when compared to other data collection techniques, observation is an approach that is unique in a number of ways. Additionally, observation is not just limited to humans; it can also be used to study animals and other natural elements. The fieldwork for this study involved making firsthand observations of the actual circumstances that the teachers and students who are the subject of the investigation were exposed to.

According to Yusuf (2013: 384) the key to success from observation is as techniques in data collection are very much determined by the researchers themselves, because the researcher sees and listens to the research object and then the researcher conclude from what was observed. Researchers who give meaning about what he observes in reality and in a natural context, is that asking and also seeing how the relationship between one aspect and the otherother aspects of the object under study.

b. Interview

The second form of data collection used by the researcher was interviews. The interviewees were the eighth-grade students from class B at SMP Negeri 7 Putussibau. After the given time for instruction and

learning had ended, the interview was conducted. This interview was conducted with the subject to get a spoken answer from them (the students). The key goals of the interview in this investigation are to cross-check the data and determine whether the information gleaned from the observation is, in fact, accurate. There are many ways to acquire data, including conducting interviews. In order to get information from pertinent respondents, interviews are a type of communication that take place in both directions. Another way to think of an interview is as a face-to-face conversation between the interviewer and the informant in which the interviewer directly queries the informant about a subject that is being studied and has been planned. For this particular interview, the researcher decided to use a semi-structured interviewing format.

According to Sugiyono (2018: 467) this type of interview is included in the in-depth interview category, where semi-structured interviews are carried out by asking questions freely compared to structured interviews but still according to the interview guidelines that have been made. The purpose of this interview is to find answers or opinions in a more open manner, where the respondents are students of SMP Negeri 7 Putussibau. Students were asked for their opinion on how they responded when the teacher taught using strategies in teaching reading comprehension in English lessons.

The main respondents in this interview were class VIII B students, later the information obtained would show various results depending on the views of each student. In interviewing students, researchers need the help of tools, including notebooks that function to obtain data from interviews and cellphones that function for documentation when researchers conduct interviews at school.

D. Technique Of Data Analysis

1. Analysis of Observation

To get the data from the teacher using Observation techniques. The purpose used the observation techniques is to know whats teacher strategies in teaching reading comprehension during learning in the class.

Pen, phone, and paper are the first three items the researcher prepares for making observations with. Researchers then enter the classroom, sit in, and watch how the students learn. After the lesson is finished, Researchers interviewed students to find out their responses to the method or strategy used by the teacher during the lesson. And ask how they feel when the teacher teaches using all methods or class strategy.

The second observations the researcher did the same thing as the first observation from the results of the researchers observations there were some students who paid less attention when the teacher was teaching in front. after a while all students were asked by the teacher to read together while the teacher translated the material then after that they were asked to read one by one in front of the class.

The researcher's most recent observations, which included watching the entire class, indicate that this strategy is believed to be successful because the teacher always directs the teaching and learning process to focus more on the text. Students learn new knowledge more readily when things are not overly complicated. Although they appear more at ease while studying, they are nevertheless aware of the purpose of the reading. Teachers also have no issue instructing since students are able to easily accept the methods of instruction that their teachers use.

2. Analysis of the Interview

To get the data from the respondents using interview techniques, researcher used interview with students SMP Negeri 7 Putussibau as narasumber in this reserach.

Organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important

and what was learned, and drawing conclusions so that they are easily understood by themselves and others, according to Sugiyono (2018: 482), is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation. The accuracy and accuracy of the data collected is necessary, but it cannot be denied that different sources of information was provide different information. The work of analyzing data requires efforts to focus attention and exert one's own physical and mental energy. Qualitative research data, data obtained from SMP Negeri 7 Putussibau, namely class VIII B, using this data collection technique resulted in varying data according to the opinions of each student.

After the data collection procedure was finished, it underwent a descriptive and qualitative research analysis. The Miles and Huberman-(1994) recommended method of analysis was used to examine the interview results. He pointed out that the four components of the analytical technique are data collection, data reduction, data visualization, and conclusion or verification.

1. Data Collection

This step is where the data came from, the procedure could involve scanning the material, typing the field data, or categorizing and sorting the data. Transcription is the act of putting the results of a voice interview into writing. A presentation can be characterized as a collection of information that has been organized and offers the chance to make decisions and take action, according to Miles and Huberman. They believe that more precise representations, which could come in the shape of various matrices, graphs, networks, and charts, are a crucial part of a qualitative study that is trustworthy. Everything has been designed to bring together organized data in a standardized style that is easy to access. With this method, an analyst can observe what is happening and choose whether to reach the proper conclusion or to carry on with the

analysis in the direction of the advice that the presentation suggested might be helpful.

2. Data reduction

Data reduction is a process of analysis that classifies, directs, removes what is judged unnecessary, and arranges the material that is left over in order to provide a clearer picture of the observations in terms of themes. Data reduction was a continuous process throughout the entire qualitative study effort. The expectation of data reduction was evident when his research identified the conceptual framework of the research field, the research challenges, and which data collection approach to apply. During the data collection phase, the reduction stage follows (summarizing, coding, and tracing themes). This data reduction and transformation procedure was continue after the field research is over until a thorough final report has been produced.

3. Data Display

Presentation of data is matrix, network, chart, or graphic-based analysis. Brief summaries, tables, charts, and correlations between categories are used to convey data in qualitative research. The data is sorted and organised through the presentation of these data, making it simpler to grasp.

4. Conclusion or Verifications

Conclusion is creating hypotheses and performing verification. In the case that insufficient evidence is not found to justify the next stage of data collection, the preliminary inferences that have been reached may need to be modified. In qualitative research, the findings can offer a solution to the formulation of the issue that was identified at the start of the investigation.