

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

Based on the research objectives above, this research uses qualitative descriptive. Qualitative research is data collection research that describes and analyzes the phenomena, events, and behaviors of a person or group that occur in the surrounding environment. Qualitative research is research that aims to understand what phenomena experienced by research subjects are described in the form of words and language, in a special context.

Descriptive research is a type of research that describes or analyzes the actual state of the object under study. Sugiyono (2005:21) states that the descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions.

#### **B. Research Variable**

##### **1. Research Variable**

Research variables are everything that will be the object of research observation. Research variables are attributes or properties or values of a person, object, or activity that has a certain variation that is applied by researchers to be studied and then drawn conclusions Sugiyono (2017). in this study using only one variable, the researchers focused on describing the strategies used by teachers in teaching English reading comprehension to eight grade students at SMPN 10 Sungai Kakap as the research variable.

#### **C. Technique and Tools of Data Collection**

##### **1. Technique of Data Collection**

Data collection techniques are the most strategic steps in research because the main purpose of research is to obtain data Sugiyono (2007: 62). In this study, researchers will use direct communication techniques and direct observation. Direct communication techniques will be carried out

through interviews with eighth-grade English teachers and direct observations will be made through observations when the teacher teaches in the classroom as a way to find out the strategies used by the teacher in teaching reading comprehension.

According to Zulfadrial (2009: 32), direct communication is a method of collecting data where researchers directly deal with research subjects to obtain data or information needed through interviews with respondents. Direct observation is a method of collecting data directly where the researcher or research assistant directly observes the symptoms studied from an object of research using or without a research instrument that has been designed Zulfadrial (2012: 32).

## **2. Tools of Data Collection**

### **a. Observation Checklist**

Observation is the main data collection in qualitative research. Observation is directly seeing the object of research in the teaching and learning process. According to Ahmadi Narbuko (2010:70), observation is the tool to collect data which is done by observing and noting down systematically the phenomenon that is inquired. The researcher observed the teacher by using an observation checklist. The researcher observed the activities carried out by the teacher during the teaching and learning process of English in the classroom, related to the strategies used in teaching students reading comprehension.

### **b. Interview Guideline**

Sugiyono, (2008:231) Stated that an interview is a meeting of two persons to exchange information and idea through responses, resulting in communication and joint construction of meaning about a particular topic. The interview is a question-and-answer activity orally between two people to exchange information. In this study, the researcher used structured interviews. These interviews were conducted together with the English teacher. Interviews were conducted to find the problems faced by teachers in teaching reading comprehension.

## **D. The Technique of Data Analysis**

Data analysis is the process of processing data from the object to be studied and conclusions are drawn to become valid information. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that they are easy to understand and the findings can be informed to others (Sugiyono, 2009: 244).

Data analysis in qualitative research is carried out during data collection, and after the completion of data collection within a certain period. Ary, Donald (2010; 283) states that the data analysis in this research can be broken down into three stages; they are Data Reduction, Data Display, and Conclusion. Those can be explained as follows:

### **1. Data Reduction**

Reducing data means summarizing, choosing the main things, focusing on the things that are important, look for themes and patterns. Thus, the reduced data will provide an overview that is clearer, in research, so the final conclusion of the research can be made and verified.

### **2. Data Display**

Data Display in qualitative research is the Presentation of data usually in the form of short descriptions, charts, relationships between categories, flowcharts, and the like. The most frequent end for presenting data in qualitative research is with narrative text. So that it can be easier to understand what happened, and design further work based on what has been understood or on data already displayed.

### **3. Conclusion**

Conclusion Drawing is drawing conclusions and verification. The conclusion in qualitative research is previously unheard of findings. Findings can be in the form of a description or description of an object that is not yet clear so that after being examined it becomes clear.

## E. Research Instruments

The research instrument is one of the tools used to collect, measure, and analyze data according to the research topic to be carried out by researchers. In this study, researchers used observation and interviews to obtain data. Instrument is a tool used to measure natural phenomena or social will be observed Sugiyono (2015: 148).

### 1. Observation Checklist

Teachers were observed by researchers using observation. the researcher observed the teacher during the teaching and learning process. how teachers teach students about reading understanding and what strategies the teacher used in the classroom an instrument from opening to closing.

**Table 3.1 Observation Checklist**

Teaching Strategies	Activiti es	Yes	No
scaffolding	1. The teacher providing information regarding the student's performance to the student him or herself.		
	2. The teacher providing clues or suggestions but deliberately does not include the full solution		
	3. the teacher tells the students what to do or explanation of how something must be done and why.		
	4. provision of more detailed information or clarification by the teacher		
	5.the teacher 4. offering behavior for imitation, including demonstrations of particular skills asking students questions that require an active linguistic and cognitive answer		
Questions Answer Relationship	1. The teacher applied to brainstorm and students were listening to the teacher's instruction.		
	2. The teacher gave a text with the same title to all students		
	3. The teacher asked the students to translate the text.		
	4. The teacher gave twenty minutes to translate the text		
	5. The teacher asked one by one student what was the meaning the text in their own		
	6. The teacher review about their material,and the teacher gave times for the students who did not understand about these text and hard vocabulary the text.		
Summarizing	1. The teachers gave a text to students		
	2. The teacher gave some questions about the text		
	3. The teacher asks students read the text		
	4.The teacher give thirteen minutes for students to read the text		
	5.The teachers asked students to find important things contained in the text and write their own language		

## 2. Interview Guideline

In this study, researchers used structured interviews conducted with English teachers at SMPN 10 Sungai Kakap. Interviews were conducted to find out what problems teachers face in teaching reading comprehension.

**Table 1.2 Interview Teacher Guideline**

No	Questions for Teacher	Answer from Teacher
1.	What is the first thing that you do when you are going to teach reading?	
2.	Do you prepare the teaching materials on the same day or days before?	
3.	Do you have any ideas for implementing scaffolding, think-aloud, reciprocal teaching, question answer relationship, monitoring comprehension, recognizing story structure, graphic and semantics organizer, and summarizing strategies in teaching reading?	
4.	Which strategies that you use?	
5.	Do you apply different strategies in each meeting?	
6.	Do you have difficulty applying strategies when teaching? Why?	
7.	when you teach, is it based on the students' prior knowledge?	
8.	Do you have any difficulties if you do not know for sure the students' prior knowledge?	
9.	Do you have difficulty giving suitable reading assignments to students?	
10.	When you teach do you only focus on students reading or other activities?	
11.	What problems do you often face when teaching reading comprehension to students?	
12.	How do you influence students in achieving reading comprehension?	
13.	How do you know if the strategy you are using is working or not?	