

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Methodology

##### 1. Form of the Research

The research of this research used descriptive design because the researcher intended the difficulties of teaching reading comprehension in rural school to the teachers of eighth-grade of junior high school in the Sungai Betung sub-district in the academic year of 2019/2020.

Descriptive research used to describe the characteristic of a population or phenomena being studied. According to Sandelowski (2000: 335) states that in descriptive research, the researcher describe an experience or event and select what they will describe and, in the process of featuring certain aspects of it, begin to transform that experience or event.

Descriptive research can be either quantitative, qualitative or both qualitative and quantitative combined as known as mixed-method research. It can be involved collections of quantitative information that can be tabulated in numerical forms, such as scores on a test or it can describe categories of information such as gender or patterns. According to Creswell (2009:230) states that a mixed methods research design is an approach to inquiry that combines or associates both qualitative and quantitative forms of research. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Therefore, the researcher used mixed methods in this research.

#### B. The Subject of Research

The subject of this research was the English teacher of the eighth-grade students in a rural school of junior high school in the Sungai Betung Sub-district in the academic year of 2019/2020. The

school defined as the rural school in the Sungai Betung consisted of two junior high schools, there are SMP N 2 Sungai Betung and SMP N 3 Sungai Betung. In this research, the researcher took the English teacher of SMP Negeri 2 Sungai Betung and SMP Negeri 3 Sungai Betung as the subject. Each school have one English teacher. In this research, the researcher took the English teacher and the students as the subject.

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

#### **a. The technique of Collecting Data**

The technique of collecting the data in this study was used to interview, observation, and questionnaires. Interviews and questionnaires have done by the researcher to get information about the difficulties of teaching reading comprehension from the teacher side. For the observation, the researcher designed the instruments which contained the components involved in the process of teaching reading comprehension. And the last documentation used as the evidence to make credible the result of observation or interview.

#### **b. Tools for Collecting Data**

##### **1) Interview Guide**

The first tool in this research was an interview guide, the researcher used a structured interview guide. The interview guide prepared to get data about the preparations made by the teachers for English reading comprehension. According to Cohen, et al (2007: 368), the use of the interview in research marks a move away from seeing the human subjects as simply manipulable and data as somehow external to the individual, and toward regarding knowledge as generated between humans, often through conversations.

## **2) Observation Sheet**

The researcher made the observations sheets prepared with a list of observation guides. Cohen, et al (2007: 396) stated that the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations. The researcher used the observation guiding to observe the students reading comprehension in the class. The data that have gotten through the observation and analyzed in qualitatively but it did not process in statistically.

## **3) Questionnaire**

The researcher arranged some questions for the students. The questions consisted of items involved with aspect difficulties, the interest of students toward reading comprehension. Ary in Sholihah (2013: 175) stated that a structured questionnaire contains the questions and alternatives answer to them. The answer provided for each question should be exhaustive of all possible responses and at the same time mutually exclusive.

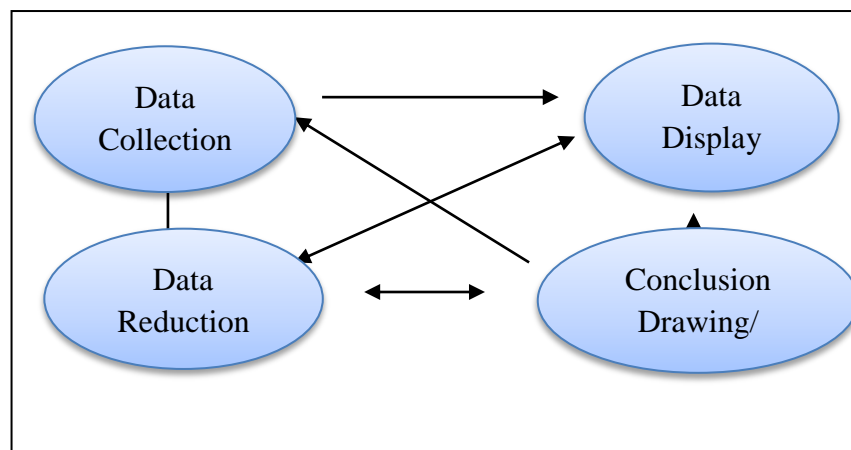
## **D. The technique of Data Analysis**

To find out teaching reading comprehension difficulties in a rural school, this researcher analyzed information from qualitative data and quantitative data. In analyzed the qualitative data, the researcher used an interview guide and observation sheet, while in quantitative data the researcher used questionnaires.

### **1) Qualitative Data**

In this research, the researcher used a qualitative method for data analysis. Creswell (2014: 232) stated that qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research, although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis,

and draw on diverse designs. According to Ary in Sarjan and Mardiana (2017: 5), the data analysis in this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusions or Interpretation. The researcher used an interactive model to analyze the qualitative data that suggest by Miles and Huberman (2014: 14)



The components of the interactive model data analysis explains as follows:

**a) Data Reduction**

The data obtained by researchers in the field through interviews, observations and documentation were reduced by summarizing, selecting and focusing data collection on things that are following the objectives of the study. At this stage, the data reduction was gotten by sorting, categorizing and make abstractions from field notes, interviews and documentation.

**b) Data Display**

Data presentation displayed after the data has been reduced or summarized. Data obtained from

observations, interviews, and documentation are analyzed then presented in the form transcript of the interview, observation sheet, and documentation. Data presented in the interview transcript, observation sheet, and documentation are code data to organize data, so researchers can analyze with fast and easy. The researcher made a preliminary list of codes that correspond to interview, observation and documentation guidelines. Each of the data already gave the code to analyze in the form of reflection and present in the form text.

**c) Conclusion Drawing/ Verification**

The final step in the analysis of qualitative data was the interactive model concluding verification. Based on data that reduced and presented, the researcher made a conclusions to support strong evidence at the stage of data collection. The conclusion was the answer to the problem statement and questions that was expressed by researchers from the beginning.

**2) Quantitative Data**

The second, in this research the researcher used quantitative method analysis. According to Aliaga, and Gunderson in Apuke (2017: 3), quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics. Here, the researcher used two kinds of a questionnaire called negative and positive. Each questionnaire has four options called always, often, seldom and never. The positive questionnaire was given a score from always (4), Often (3), seldom (2) and never (1).

For the negative questionnaire gave a score from always (1), Often (2), seldom (3) and never (4). To analyze the quantitative data, the researcher used the following formula as Sudjono in Manarung (2017: 91):

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

Where : P = Percentage of students responses

$f$  = Frequency of responses to each item

$n$  = Number of students

## **E. Research Procedure**

The research procedures needed in this research. In conducting the research, a procedure is necessary to make the research on track and systematical to achieve maximum efficiency over time and precision of the research.

### **a. Administration**

The first procedure for doing research was the researcher asked permission to the headmaster of junior high school before doing research. While the researcher asked the permission, the researcher also explained why the researcher took the school as the population and the students as the sample and so on.

### **b. Interview**

The researcher Delivered the administration for the first step to gain the data. It called interview, the researcher interviewed the English teacher about what strategy and the media were used by the teacher. While the teacher taught in the classroom, the researcher The response gained the students response and the students' difficulties in learning in the classroom in teaching reading comprehension.

### **c. Observation sheet**

The third step on the procedure was an observation sheet, after the interview the researcher observed in the corner of the class

during the teaching and learning process was used observation sheet.

**d. Questionnaire**

The fourth step in the procedure was a questionnaire after the interview and observation that was done by the researcher based on the questionnaire for the English teachers and the students.

**e. Analysis of Data**

The last step of the procedure was to the analyze the data. Here, the researcher started to measure the raw score and after all steps of data analysis have done, the researcher answered two of the research problems.