CHAPTER III
RESEARCH METHODOLOGY

A. Form of the Research

In this research, the researcher used descriptive research method. Based on Nazir in Andi Prastowo (2011: 186), the descriptive method is a method used to examine the status of a group of people, an object, a set of conditions, a system of thought, or an object class of events in the present. According to Sukmadinata (2011: 60), qualitative research is research to describe and analyze phenomena, events, social activities, beliefs, perceptions, thoughts individually and in groups.

According to Bogdan and Taylor in Lexy L. Moleong (2011: 4) defines qualitative methods as research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior. The data is generated in the form of words, pictures, and human behavior. Sukmadinata (2011: 73) suggests qualitative descriptive research aimed at describing and describing existing phenomena, both natural and human-engineered, which pays more attention to the characteristics, quality, and interrelationships between activities.

Descriptive research does not provide treatment, manipulation, or modification of the variables studied but describes a condition as it is. The only treatment given was the research itself, which was carried out through observation, interviews, and documentation. In this study, the researcher used a qualitative descriptive research method. The qualitative approach is expected to be able to produce in-depth descriptions of speech, writing, or observable behavior from certain individuals, groups, communities, or organizations.

Based on the explanation above, the qualitative research method is a method based on the philosophy of postpositivism used to examine the condition of natural objects, where the researcher is the key instrument, the sampling of data sources is done purposively and snowball, the collection technique is triangulated, the data analysis is inductive, and the results of

qualitative research emphasize the meaning of generalizations. it can be concluded that the use of qualitative descriptive research design in this study is intended to describe and analyze teacher strategies in teaching reading comprehension during the era of new normal

B. Subject of the Research

The research subjects are people who want to be researched and have the information needed by the researcher. According to Moleong (2000:90), the subject is the person who is used to source information about the situation and conditions needed by the researcher. Therefore, the characteristics of the subject can be done by determining the object or population, the selected informants are informants who know clearly and are following the objectives of the problem. The subject of the research is an English teacher at SMK Putra Khatulistiwa and SMK Bhineka Tunggal Ika. The researcher used 2 English teachers in this study as subject research.

Talking about the research subject, in this study the researcher used purposive sampling. Purposive sampling is a technique used to take samples selected for research purposes without regard to their generalizability (Afifudin and Saebani, 2012:130). Purposive sampling is done by determining special characteristics that are following the research objectives so that they can answer research problems because not all samples have criteria that are following the phenomenon under study. The selection of purposive sampling techniques must be with certain considerations used in research. Therefore, the selection of the purposive sampling technique is based on the above considerations.

C. The Technique of Collecting Data

To obtain information and facts in the field, the researcher determines the data collection procedure by the problem to be studied. In this study, the researcher used several data collection techniques, including:

1. **Direct Communication**

Direct communication technique is a data collection technique that is carried out directly or face to face with research subject respondents to obtain the required information through interviews. Direct communication techniques can be done by interview, which is a meeting of two individuals to exchange information and ideas through question and response, so that meaning can be built in a particular issue (Esterberg in Sugiyono, 2002). In this case, the researcher used interviews as a direct communication technique with the aim of obtaining the required information. The information that the researcher means is the result of interviews with the resource persons regarding the strategies used by the resource persons in teaching reading comprehension in the classroom.

2. **Indirect Communication**

Indirect communication techniques are techniques that are carried out nonverbally and not face-to-face using observation. According to Sangadji (2010:192), observation is a method of collecting data that is carried out systematically by observing ongoing activities or occurring within the scope of research. The observation that the researcher means here is indirect observation. Indirect observation is carried out by the researcher only to see and record activities that occur without being directly involved. In the case, before the observation took place, the first thing the researcher did was to prepare an observation sheet, then entered the class, and the last the researcher observed the reading comprehension strategies one by one in detail and carefully.

D. **Tools of Data Collection**

In conducting research, the tool of data collection is very important to be involved by using the tool of data collection, the researcher are easy to gather the data or information about an issue in a study. Below are some of the data collection tools used by the researcher in conducting this research:

1. **Observation Checklist**

Places, actors, activities, and objects are some of the information obtained from observations (Rahmat, 2009). Through observation, researcher can present a realistic picture of events, answer questions and help understand the behavior of the object of research. In this case, the object of this observation is the English teacher. Furthermore, with the data collection tools used such as observation sheets, the researcher looked in detail at the reading comprehension strategies used by the teacher to teach students in class.

Table 3.1

Blueprint of the Observation Checklist

NO	INDICATORS	ITEMS	TOTAL
1.	Scaffolding	5, 8	2
2.	Think Hard	2, 10	2
3.	Reciprocal Teaching	4, 7	2
4.	SQ3R	1, 9	2
5.	QARs	3, 6	2
TOTAL			10

2. Interview Guidance

The interview guide is one of the data collection tools used in this study. The interview is a process of exchanging information through questions and answers between the researcher (Sugiyono 2017: 335). In this case, the researcher has made a set of questions addressed to the English teacher as a resource person, then with a direct interview guide the researcher guides the interview so as not to deviate from the research objectives and the researcher gradually asks specific questions to the research person so that accurate data is obtained. The data obtained is processed and recorded as the final result.

Table 3.2
Interview Indicators

NO	INDICATORS	ITEMS	TOTAL
1.	Scaffolding	8, 9	2
2.	Think hard	4, 5	2
3.	Reciprocal Teaching	3, 10	2

4.	SQ3R	1, 6	2
5.	QARs	2, 7	2
TOTAL			10

E. Technique of Data Analysis

Data analysis is a series of activities to review, categorize, systematize, control, and verify data making a phenomenon has social, academic, and scientific value. Muhadjir (1998: 104) defines data analysis as "the deliberate search and organization of notes from observations, interviews, and other sources in order to improve the researcher's comprehension of the case under study and explain his results to others". The following are steps involved in analyzing the data, namely:

1. Analysis of Interview Data

a. Data Reduction

Data reduction is the stage of qualitative data analysis techniques. Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming "rough" data that emerges from written notes in the field. In this reduction stage, the researcher made interview transcripts. After all the transcripts were collected, the researcher gradually sorted out and discarded unnecessary words. For example, the words: oh, a`ww, and so on.

b. Data Display

After data reduction, the next stage is data display. Data presentation is a simple process of displaying data in the form of words, sentences, narratives, tables, matrices, and graphs with the aim that the data that has been collected is mastered by the researcher as a basis for drawing appropriate conclusions. At the stage of presenting this data, the researcher displays the data from interviews in tabular form. Then, the researcher arranges the words in the sequence so as to produce sentences that are more orderly, directed, and interconnected with each other.

c. Drawing Conclusion/Verification

Drawing data conclusions is the last stage in qualitative data analysis techniques. Before concluding, researchers need to re-verify the sentence that will be used as a conclusion. This means that the researcher first looks for differences, similarities, and relationships at the reduction and display data stages. After that, the researcher checked using a trusted source that supported the results of the study, either using triangulation (sources and techniques) or recording the results of the interview. If both have a relationship, similarity, and strong evidence, the researcher can conclude. The results of these conclusions are important points and sentences that represent/describe as a whole what the researcher wants to know.

F. Research Procedures

There are 4 parts to the research procedure, namely planning, the data collecting process, data processing, and data reporting (Sugiyono, 2007). The following described the research procedures as follow:

1. Planning

In this research, which was prepared by the researcher in making a research plan, includes; determinig the problems under study researched, determining the purpose of the research, and the selection of research methods related to English teachers' strategies in teaching reading comprehension during the era of new normal.

2. Data Collecting Process

In the process of collecting data, the researcher used interview techniques to obtain accurate data. The tool used in data collection is an interview guide. In this study, the researcher asks questions and respondents provide answers.

3. Data Processing

Data processing is carried out after the data is collected from the data collection results. In this section the researchers performs:

a. Data analysis

Data analysis is grouping data by studying the data and then selecting the data that has been collected to find out which data are important to study.

b. Interpretation

In general, interpretation is a detailed explanation of the true meaning of the presented material. In this study, data related to English teachers' strategies in teaching reading comprehension during the era of new normal. Both described and presented in the tabular form need to be given a more detailed explanation.

4. Data Reporting

In this section, the researcher described the data obtained in the study and present the results of the study.

G. Checking the Validity Data

In obtaining accuracy in the study, the researcher used triangulation. Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources (Sugiyono, 2012: 241). Triangulation uses three ways of checking data, namely source, technique, and time.

1. Source Triangulation

Triangulation with sources means comparing and double-checking the degree of trustworthiness of information obtained through time and different tools in qualitative research. Usually, the researcher obtain the truth of certain information by using data sources such as interviews, observations, or also by interviewing more than one subject who is considered to have different points of view.

At this stage, the researcher used two sources to test the credibility of the data, namely observations and interviews. The first thing the researcher did was collect the data from interviews and observations first. In the next stage, the researcher compares the results of data analysis from two different sources. After doing a comparison, the researcher will see the difference in

the answers. When the researcher finds discrepancies or perhaps unexpected similarities in the answers of two research subjects, the researcher needs to confirm to ask for agreement between the two data sources. This is to ensure that the data obtained are valid and credible to make it easier for the researcher to draw conclusions that strengthen the results of their research.

2. **Triangulation Techniques**

This triangulation tests credibility by checking data to the source the same as the technique different. Then the researcher discusses which data are considered correct or maybe everything is right because from the point of view different. For example, data is obtained by interview, then checked by observation or documentation, technique this ensures for getting data that is considered correct.

At this stage, the researcher used different techniques to test the credibility of the data, namely interviews, observation, and documentation. First, the researcher collects the results of the interviews, then the results of the observations, and finally the documentation. In the three techniques, the researcher only needs to analyze the data results from one by one to see the difference in the results. When the researcher finds differences in answers from the 3 techniques, the researcher needs to confirm or further discuss with the informants and to ensure which data are considered correct or maybe all of them are correct. It is intended that the data obtained are valid and credible.