

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

The research method was conducted using a qualitative method. According to Sugiyono, qualitative method does not use statistics but through data collection, analysis, and then interpretation.¹ This qualitative research is a study that emphasizes understanding matters in social life according to empirical requirements or a holistic, complex, & detailed natural order. Research that uses an induction approach using the aim of constructing a theory or hypothesis through the disclosure of facts is research that uses a qualitative paradigm.² And the purpose of using qualitative methods is to understand in depth the experiences, perceptions and context of students in facing problems in their English reading skills at MTs Al-Muawanah. Qualitative methods allow researchers to explore these aspects holistically and in detail, thereby providing rich and in-depth insight into the problem being researched.

¹ D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: ALFABETA, 2013). p. 16

² Anggito, Albi & S. Johan. 2018. *Metode Penelitian Kualitatif*. CV jejak :Sukabumi,

Then, to support this research, the researchers utilized a case study approach. According to Conny, the case study is part of a qualitative method that seeks to explore an exclusive problem more deeply by involving the collection of various sources of information.³ According to Robert K. Yin, a case study is an effort to acquire knowledge by investigating and examining events that occur in real- life situations. The use of case studies becomes relevant when phenomena and the boundaries of real life are ambiguous or undefined. In case studies, various sources are also utilized as tools for exploration and as evidence.⁴

B. Research Setting

The research entitled “Exploring the English Reading Skills Problems Faced by Students at MTs Al-Muawanah” has been conducted at MTs Al-Mu[‘]awanah Curug Tangerang. The school is located at Jalan Sempur, Kampung Sempur, Kecamatan Curug, Tangerang. The researcher chose MTs Al-Muawanah as the research location because the institution represents a context that is relevant to the research topic, namely problems in English reading ability at the secondary level. In addition, researchers have easier access to interact

³ J.R Raco, *BAB I Pengertian Tujuan Dan Latar Belakang Penelitian Kualitatif, Metode Kualitatif (Jenis, Karakteristik, Dan Keunggulannya)* (Jakarta: Grasindo, 2010). P.7

⁴ Robert Yin, „Case Study Research: Design and Methods, Applied Social Research Methods Series“, *SAGE Publications*, 5 (2009), 365.

with students and staff at MTs Al-Mua'wanah, thereby facilitating the process of collecting data and understanding the problem being studied.

C. Subject of Research

The subjects in this research were fifteen eighth-grade students at MTs Al Mu'awanah and one language teacher. The technique for determining informants used in the research was a purposive sampling technique. Data source sampling technique with certain considerations. These specific considerations may involve someone considered to have the most knowledge about what is expected or perhaps holds a position of authority, making it easier for researchers to explore the object or social situation under study.⁵ The Researcher use purposive sampling in research to ensure that the selected participants have certain experiences, knowledge, or characteristics that can provide in-depth insights related to the research topic.

The researcher used 15 students because they fell within the specified informant criteria. Where the criteria are students who have low scores in reading skills. And based on the researcher's

⁵ Sugiyono. p.37

observations with the English teacher in class 8, there were 15 students whose scores were low.

D. Technique of Data Collection

In this session, researchers collect information through interview and test.

1. Interview

In qualitative research, the primary source of information is people who live as informants. In-depth interviews are an essential data mining technique because they can provide as complete and detailed information as possible from the informant's perspective. In-depth interviews can also obtain information that cannot be obtained through other methods, such as documentation or observation.⁶

According to Suyitno, interviews are one way of collecting data through verbal communication. Interviews can be conducted in a structured, semi-structured or unstructured form.⁷ Structured interviews are interviews conducted using predetermined questions and answered by informants. Semi-structured interviews use predetermined questions, but informants can

⁶ Nugrahani Farida, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa* (Surakarta, 2008), I.

⁷ Suyitno, „Metode Penelitian Kualitatif: Konsep, Prinsip, Dan Operasionalnya“, *Akademia Pustaka*, August, 2018, 37.

answer more freely. Unstructured interviews are conducted without predetermined questions, and informants can answer more freely.

In this research, the researcher has used a semi-structured interview method. The researcher asked several predetermined questions but also allowed for additional questions or pursued topics that arose during the interview. The researcher use semi- structured interviews to adapt questions to individual responses and feedback, as well as provide space for participants to express themselves more freely. In this case, the researcher conducted interviews with participants consisting of 15 students and one language teacher. Firstly, the researcher interviewed 15 students at MTs Al-Mu'awanah directly on-site. The interviews began when the students were engaged in field activities to gather information about their reading abilities, the difficulties they face in reading English texts, and the factors causing these reading challenges. Secondly, the researcher interviewed the English teacher to obtain information about the students' reading abilities, the difficulties they encounter in reading, the factors contributing to these reading difficulties, and solutions to address these issues.

Researchers used interviews to find out in more detail about the problems faced by students at MTs Al-Mu‘awanah in reading.

Table 3.1 The Classification of Interview

NO	Categories	Number of Items
1	Vocabulary mastery	Q5: Do you experience difficulties in vocabulary? Q8 : What factors do you think cause you to have difficulty reading?
2	Making inference	Q6 : Have you ever experienced difficulty in making inferences within a reading text? If so, what do you do?
3	Use effective reading technique	Q9 : Have you mastered the techniques in reading?
4	Processing information	Q3 : When reading English texts, how many times do you need to read them to understand the text? Q4 : When reading English materials and encountering difficult to pronounce words, does it disturb your reading

		<p>experience?</p> <p>Q7 : Have you ever felt anxious while reading a text and answering questions related to it because it's challenging to extract points from the reading? If so, does that anxiety further hinder your comprehension of the text?</p>
5	Students' reading interest	<p>Q1 : Do you like English lesson and like English reading?</p> <p>Q2 : Do you often read English reading books / texts outside of hours English lessons? Like reading novels, stories on wattpad or English webtoon?</p>

2. Reading Test

In collecting the data, the researcher conducted the reading test for students. The reading test consists of 10 questions with essay and the reading test material taken from Grafika Dua Tujuh Buku Pengayaan SMP/MTs Bahasa Inggris's book. The type of test used is open ended question. Researchers use open-ended questions because this method allows them to gain a deep understanding of the views, knowledge and experiences of the subjects under study. Then, the researcher classified the reading test questions according to the five aspects of reading comprehension they are determining main idea, identifying reference, making inference, detailing information, and interpreting vocabulary. This reading test is created to find out how many students make mistakes in answering of each reading questions. From the wrong answer, researcher can see which aspects of reading are difficult for students. Researchers use tests to provide a clearer picture of students' reading ability levels directly, which can be an important addition to data obtained from interviews.

Table 3.2 Reading Assessment Rubric

Aspect	Score	Criteria
Determining Main Idea	3	Answer clearly and precisely the main idea of the second paragraph
	2	Partially presents the main idea of the second paragraph
	1	Cannot determine the main idea of the second paragraph
Detailing Information	3	Provides detailed and complete information about the distance of Bird Park from the city center
	2	Provides information about the distance of Bird Park from the city center in part
	1	Does not provide enough information about the distance of Bird Park from the city center
Interpreting Vocabulary	3	Able to explain the meaning of the word "Visit" and identify the opposite word correctly

	2	Interprets the meaning of the word "Visit" correctly, but does not identify its opposite.
	1	Cannot explain the meaning of the word "Visit" correctly or incorrectly identify the opposite word
Making Inference	3	Provide a reasonable inference about the reasons why Bird Park is located in the Jurong industrial area
	2	Gives an inference about the location of Bird Park without providing a clear reason.
	1	Does not provide a reasonable inference about the location of Bird Park
Identifying Reference	3	Correctly identify the reference to the word "it" in the second paragraph
	2	Identify the reference of the

		word "it" with minimal confusion
	1	Cannot correctly identify the reference of the word "it"

$$\text{Total Students Score} = \frac{\text{Total Students Score}}{\text{Maximum Total Score}} \times 100$$

E. Technique of Data Analysis

The researcher has used an interactive analysis model to analyze qualitative data. The interactive analysis model, developed by Miles and Huberman, is an iterative and integrated process for collecting, analyzing, and evaluating qualitative data. This model has three main stages: data reduction, data display, and conclusion/verification.⁸

1. Data Reduction

According to Miles, data reduction is the initial stage of the qualitative data analysis process, which refers to selecting, juxtaposing, simplifying, abstracting, and changing data in field notes or written transcripts.

⁸ Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis*, ed. by Rebecca Holland, *CEUR Workshop Proceedings*, Second Edi (London: SAGE Publication, 2014), MCCIV.

In this stage, the researcher conducts a conceptual analysis of the data, identifies the main theme, focuses on essential elements, searches for patterns and themes, and removes irrelevant articles. After carefully and comprehensively collecting data from the field, data reduction is performed by selecting key aspects, concentrating on crucial elements, and eliminating unnecessary information. The purpose of data reduction is to decrease the amount of data to be analyzed and to discover essential patterns within the collected data.

2. Data Display

Data display is the process of presenting reduced data in a form that is easier to understand and interpret. This step is carried out by giving a structured data set and providing an opportunity to conclude.

In this stage, the researcher will elucidate the data obtained from observation, interviews, and documentation. Subsequently, the researcher conducts interpretations to address the problem formulation. The goal of this stage is to identify essential patterns in the collected data and formulate conclusions that can be drawn from the data.

3. Conclusion Drawing/Verification

Conclusion/verification is the final stage of the qualitative data analysis process, presenting research results based on observation and interpretation.

At this stage, researchers will make and verify conclusions that describe the study's final results. To draw and verify findings, data must be verified and validated to ensure that the decisions are robust and reliable. Then, the researcher will draw a relationship between the knowledge obtained and existing theories in the field under study. The purpose of this stage is to find valid and reliable conclusions from the data that has been analyzed.