

BAB III

METHODOLOGY OF RESEARCH

A. Method of the Research

The method employed in this investigation was qualitative. Biography, phenomenology, grounded theory, ethnography, and case study are the five categories of qualitative design. In this study, researchers use a descriptive qualitative research with case study design. In this study, researchers explained a symptom, fact, or reality that occurs in the field.

Case study research is the process of gathering data and information in depth, detail, intensive, holistic, and systematic about people, events, social settings, or groups using various methods and techniques and many sources of information in order to understand effectively how people, events, and social settings operate or function in context, using various methods and techniques and many sources of information.¹

In this case, the researcher used observations checklist and interviews to obtain information about the strategies teachers used in teaching reading comprehension and students' responses to these strategies. Meanwhile, in the

¹ Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif dan Gabungan* (Jakarta: KENCANA, 2017), 339.

teaching and learning process, researcher is not actively involved. Researcher only observes all activities that occur in the learning process.

B. Setting of the Research

1. Research Subject

The subject of this study is an English teacher at the Tenth Grade of Madrasah Aliyah Sidayu Pontang (Jl. Pontang Tirtayasa Km 2 Sidayu Sebrang, Kemanisan, Kec. Tirtayasa, Kab. Serang- Banten).

2. Research Location

The research of this study conducted at Madrasah Aliyah Sidayu Pontang (Jl. Pontang Tirtayasa Km 2 Sidayu Sebrang, Kemanisan, Kec. Tirtayasa, Kab. Serang- Banten).

3. Research Time

In this study, researcher conducted a study that took approximately 2 weeks. The research was conducted on Monday, 2nd of August to Monday, 9th of August 2021.

C. Research Instrument

In this research, researcher used observation and interview to collect the data.

1. Observation Checklist

In the observation stage, the researcher made observations to determine what strategies the teacher used in teaching reading comprehension to students. Also, researcher observed how students responded to the technique used. In this research, researcher is not directly involved in the learning process. In this case, the researcher only observed the learning process from the beginning of the learning to the end of the learning to obtain information without giving special treatment to students because observation carries passive participation.

Passive participation, according to Sugiyono, means that the study sets the scene but does not engage or participate in the action. Researcher is only present to observe the learning process; they are not interested in it directly.²

The indicators contained in observation checklist as follows:

- a. Types of strategies used in teaching reading comprehension
 - Scaffolding
 - Think Aloud

² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: ALFABETA, 2013), 227.

- Reciprocal Teaching
- Survey, Question, Read, Recite and Review (SQ3R)
- Others Strategy

b. Students response

- Students understand learning materials
- Students have difficulty in understanding English text
- Students are happy with the teaching strategies used

2. Interview

After making observations, researcher also used interview techniques with the teacher as the primary source to get the best answers, ensure the statements' correctness, cross check and complete the data. In the interview process with English teacher consists of 7 questions.

Apart from the teacher, the researcher also conduct interviews with some students as an additional resource to find out firsthand how students respond to the teacher's strategies in their reading comprehension. In the interview process with some students consists of 7 questions including the following:

In Sugiyono's book, Esterberg describes three styles of interviews: structured interviews, semi-structured interviews, and unstructured interviews.³ Researcher used structured interviews in this report, in which the researcher had prepared questions, and each respondent gives the same questions. Meanwhile, the researcher will record every answer from the respondent. Interview questions were conducted in Indonesian to make it easier for respondents to answer the questions asked.

D. The technique of Data Collection

In this study, the researcher collected data sources from various sources. In this research, data obtained from the researcher carried out reading, understanding, and studying books or journals about related sources related to the research title before carried out the research. Meanwhile, data obtained from observations checklist and interviews. Data from these observations are needed to determine the strategies used and how students respond to their process. Meanwhile, the data obtained from interviews were to complement the required data.

E. The technique of Data Analysis

Data analysis is analyzing data, processing data from evidence, answers, or facts found in the field and divide or separate them into

³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, 223.

smaller units.⁴ Researchers used qualitative data analysis methods in this research. According to Miles and Huberman, data analysis is separated into three phases: data reduction, data display, and conclusion drawing/verification. Data reduction, data display, and conclusion drawing/verification are the three phases:

a. Data reduction

Summarizing, choosing key points, concentrating on relevant details, and searching for trends and patterns are all examples of data reduction. As a result, the concentrated knowledge would provide a better image. In this case, the researcher used observation and interviews to obtain all of the data gathered in the field. The researcher then analyzes the data, summarizes it, retrieves the most important information, and discards the rest.

b. Data Display

The next move is to show the data after it has been reduced. Sugiyono clarified that qualitative research could present data in the form of brief explanations, maps, category relationships, flowcharts, and other visual aids. In this study, the data will be presented in the form of a narrative text. In the past, narrative text was the most prevalent type of

⁴ Conny Raco Semiawan, *Metode Penelitian Kualitatif*, 122.

display data for qualitative research data, according to Miles and Huberman.

c. Conclusion Drawing / Verification

The next step is drawing conclusions and verification. The initial findings put forward are still provisional and will change if no substantial evidence to support them at the next stage of collection. After reducing the data and presenting the data, the researcher will draw conclusions based on the facts and evidence found in the field.⁵

⁵ Matthew B. Miles and Michael Huberman, *Qualitative Data Analysis Second Edition* (London: SAGE Publication, 1994), 10-11.