

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Method

The researcher used a descriptive qualitative method with a case study approach to get the data. Sorensen claimed “Researchers ask questions about people's beliefs, opinions, characteristics, and behavior in survey research”.<sup>25</sup> The object of the investigation will not be treated in this study. The researcher just records what she sees and describes it. The researcher inquired into teacher and student opinions of the pre-reading activity as well as the difficulties in using this strategy. The researcher asked questions about the teacher and student’s opinions on the use of pre-reading strategy in teaching reading comprehension, as well as the application of this strategy.

In qualitative research, a case study was the primary principle, idea, or process that was investigated.<sup>26</sup> A case study focuses on the environmental interactions, positions, and field conditions of a research unit (for example, social or educational units). Individuals, communities, or organizations can be used as research subjects.<sup>27</sup>

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<sup>25</sup> Ary, D., Jacobs, L. C., & Sorensen, C, *Introduction to research in education* (Belmont: Wadsworth Group, Thompson Learning, 2010), 372.

<sup>26</sup> John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc, 2002), 16.

<sup>27</sup> Dr. Nursapia Harahap, M.A. *Penelitian Kualitatif* (Sumatera Utara: Wal Ashri Publishing, 2020), 30.

In this study, the researcher conducted observation and interviews to learn more about the use of pre-reading strategies in reading classes, as well as helped to know the kinds of pre-reading strategy. The objective of the case study can be completely understood when a qualitative researcher performs an in-depth interview with a topic. In a case, the researcher isn't involved in the teaching and learning process. A researcher only pay attention to all activities that take place during the learning process. As a result, this research will show how teachers in the classroom use pre-reading strategies in teaching and learning activities to help students enhance their reading comprehension.

## **B. Unit of Analysis**

The student's ninth-grade of SMPN 1 Mancak and the teachers of English classes were the subjects of this study. There were 33 students in class 9E, and one English teacher. Only a few students in grade 9E conducted the interviews. The research of this study was conducted at SMPN 1 Mancak is located at Jl. Raya Mancak, Desa Mancak, Kec. Mancak, Kab. Serang, Banten. This research was conducted on 23 to 31 August 2021. The interview with the teacher was conducted on Monday, August 23, 2021. Meanwhile, the observations and interviews with students were conducted on Monday and Tuesday, 30-31 August 2021.

### C. Instrument of Research

In order to collect data, the researcher used interview and observation as instruments.

#### 1. Interview

An interview is a structured conversation between two persons in which one person is seeking to obtain information from the other.<sup>28</sup> Interviews are conversations conducted with a specific purpose. Interviews were held with two parties: those who asked the questions and those who answered them. Researchers used formal interviews in this study, in which the researcher prepared questions and each respondent answered the same ones. In the meantime, the researcher will keep track of the respondent's responses.

**Table 3.1 The teacher interview sheet**

The topics of interview with the teacher could be described as follows:

Aspect	Indicator	Number item	Total item
The kinds of pre-reading strategy	Mention the kinds of pre-reading strategy used by the teacher	1, 3	2
Applying of pre-reading strategies	Teacher applies pre-reading strategy in	2, 4, 5, 6, 7	5

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<sup>28</sup> L. R. Gay and Peter Airasian, *Educational Research* (USA: Prentice-Hall, 2000), 219.

	teaching reading comprehension		
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**Table 3.2 The student of interview sheet**

The topics of interview with the students could be described as follows:

Aspect	Indicator	Number item	Total item
The kinds of pre-reading strategy	Mention the kinds of pre-reading strategy used by the teacher	2, 3	2
Applying of pre-reading strategies	Teacher applies pre-reading strategy in teaching reading comprehension	1, 4, 5, 6, 7	5

## 2. Observation

All activities in the teaching and learning process are decided by observations. The observation that becomes the focus of attention on an object. So, observing can be done through sight. The teacher's implementation of the pre-reading strategy in reading comprehension is observed. Researchers also looked at how students adapted to the technique. In this study the researcher was not directly involved in the learning process because the observation was carried out by passive participation.

According to Sugiyono, the term "passive participation" refers to when a researcher is present in a situation but does not interact or participate.<sup>29</sup> It means the researcher only attends and observes but is not involved in the activity.

**Table 3.3 The topic of observation**

The topic of observation could be described as follows:

The kinds of pre-reading strategy	Indicator
- Brainstorming	Give a specific keyword or key term to know the material will be discussed
- Pre-teaching vocabulary	Make a list or highlight the difficult words, or phrases from the reading text
- Pre-questioning	The teacher asks students to make a question about the reading text
- Visual aids	Giving the pictures or other media to trigger students' prior knowledge
- Conceptual related reading	Use a popular book, or magazines to develop students' perspectives
- Previews	The teacher makes a short statement based on the theme related to their surroundings

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<sup>29</sup> Sugiyono, *Metode Penelitian*, 227.

Student's responses	<ul style="list-style-type: none"> <li>- The students understand learning process</li> <li>- The students have trouble or problem in understanding the material</li> </ul>
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#### **D. The Technique of Data Collection**

The information gathered from and about participants in qualitative research studies is extensive, nonquantitative, and detailed. Because qualitative data covers a wide range of topics, and each researcher brings their own biases and perspectives to the discussion.<sup>30</sup> To check and improve the validity of a study, qualitative researchers employ a variety of strategies. One of these is triangulation, which involves using many data sources to confirm one another, such as when an interview, relevant documents, and other participants' recollections all generate the same descriptions of an event.

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

Data analysis is the method of analyzing knowledge gathered from evidence, responses, or facts learned in the field. The researcher used qualitative data analysis methods in this study. Data analysis is classified into three categories, according to Miles and Huberman: data reduction, data presentation, and drawing conclusions / verification.<sup>31</sup>

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<sup>30</sup> Gay, *Educational Research*, 224

<sup>31</sup> Miles and Huberman, *Qualitative Data Analysis Second Edition* (London: SAGE Publication, 1994), 10-11.

### 1. Data reduction

Summarizing, choosing main points, focusing on key points, and checking for themes and patterns are all examples of data reduction. As a result, the concentrated knowledge would provide a better picture. In this case, the researcher used observation and interviews to collect all of the data gathered in the field. The researcher then analyzes the data, summarizes it, extracts the most important information, and discards the rest.

### 2. Data display

After the data has been decreased, the data must be presented. Sugiyono explained 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. "The most common type of display data for qualitative research data in the past has been narrative text," Miles and Huberman claimed in this case.

### 3. Conclusion drawing/ verification

Conclusions and verification are the next steps. The preliminary results are only tentative, and if there is no substantial evidence to back them up at the next level of data collection, they will be changed. The researcher will draw conclusions based on the facts and evidence contained in the field after reducing and presenting the data.