

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Methodology

This research used descriptive qualitative research, describing phenomena that occur in the process English learning are related with the role of culture in it. There will be several teachers being interviewed about whether in learning English they use cultural content, and how they think about the role and influence of this cultural content on the improvement of students English learning. According to Denzin and Lincoln has stated that “Qualitative studies is essentially multi proceed toward in necessary, suggesting the subject, naturalistic way of approaching the subject”.<sup>1</sup> Qualitative research method are research methods based on the philosophy of post positivism, and are used to study the state of natural objects, (rather than experiences) where the researcher are the primary tool, data collection methods are done through triangulation, data analysis is inductive/qualitative, and the results of qualitative research findings emphasize macros rather than generalization.

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<sup>1</sup> Emmanuel J. Genot, *Strategies of Inquiry: The ‘Sherlock Holmes Sense of Deduction’ Revisited, Synthese*, vol. 195, (2018).

## **B. Unit of Analysis**

The unit of analysis research are the teaching of cultural content taught from the teacher in learning reading comprehension, the data collection techniques is use interviews and observation. Technical interview, there will be three English teachers interviewed regarding learning cultural content in teaching reading comprehension. Technical observation, observed the process of the three English teachers in learning cultural content on teaching reading comprehension.

## **C. Instrument of Research**

The researcher used interview and observation instruments in collecting data for this research.

### **1. Documentation**

To get the data in the field, the researcher applied a document device. These documents help researchers get more data based on how teachers teach cultural content in learning and schools. The researcher asked the teachers lesson plan, and the textbooks that became the teaching reference in the classroom to review and use them as additional and compatible information.

### **2. Observation**

Observations in this study are comments made to see

how teachers teach and how the cultural content taught by teachers in learning reading comprehension in class. Observations were made after document analysis and interviews were conducted. This means that researcher make observations one or two days after used other tools. These observation are made in classroom or via online meeting due to the current COVID-19 pandemic conditions throughout the world. She observed the learning process carried out by teacher in learning reading comprehension. Researcher looked at whether the teachers had understood and realized the importance of the cultural content taught in reading comprehension learning to improve student's ability, the researcher also looked at the role of the cultural content taught by the teacher in the reading comprehension learning that was carried out.

### 3. Interview

In this study, interviews were managed with several English teachers at schools to get facts and particular about the role of cultural content taught by teachers, and how teachers teach culturally charged learning in learning reading comprehension. The researcher used in-intensity interviews which became an adjustment in collecting this information. The interview was direct by asked questions orally. The interview was recorded to

get facts and information from the teacher regarding the role and how culturally charged learning is taught to students in learning reading comprehension. Data from interviews can be supplemented and mentioned in chapter 4.

#### **D. The Approach to Analyze Data**

The data analysis techniques used in this study are data analysis techniques from Miles and Huberman in Sugiyono. Miles and Huberman suggested that the activity in the analysis of qualitative were achieved interactively and continuously until they were finished, so that the data was saturated. Activities in the data analysis, namely data reduction, data display, and conclusion drawing/verification.<sup>2</sup> The steps of the analyst are described in more detail as follows:

##### **a. Data Collection**

In this study, data collection was implement by conducting observations, extensively interviews, searching, recording and documentation or a commonly of all three (triangulation) related to cultural content in reading comprehension.

##### **b. Data Reduction**

In data analysis, the next step is to reduce the data.

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<sup>2</sup> Sugiyono. *Metodologi Penelitian Kualitatif Pendidikan, Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung. Alfabeta, 2015), 246.

The data reduction is a sensitive thought process that requires high intelligence and a high width and depth of intuition. Reducing data means summarizing, choose and select the main things, and focusing on important things that, then looking for subjects and patterns. Therefore, the data that has been reduced will supply a clearer picture and make it uncomplicated for researcher to collect data at a next step, and look for it when needed.

c. Data Display

The next step in research analysis data techniques is shows the data. In qualitative research, the data presentation can be done as a brief description, charts, relationship between the categories and the like. By displaying the data, the researcher facilitates to understand what is happening, there is an additional work based on what has previously understood.

d. Conclusion and Verification

The fourth step specified after displaying the data is drawing of conclusion and verification. Presented preliminary conclusions and change if no permanent test has been reported to support the text data collection phase. However, if the results of data collected in the initial phase

are supported by important and consistent tests when the researcher returns to the field to collect the data, the presented conclusions are reliable proposals. The conclusions in qualitative research are new results that have never existed before. The findings can be in the form of an explanation or description of an object that was previously still faint or dark so that after research it becomes clearer, it can be in the form of accidental or collective relationship, hypotheses or theories.

**Figure 2.1**

**Miles and Huberman Interactive Analysis Techniques**

