CHAPTER III

RESEARCH METHODOLOGY

In this chapter, there are five parts of research methodology. Those are research design, subject of the result, source of data, technique of data collection, and technique of data analysis.

3.1 Research Design

This researcher would be designed as a descriptive qualitative study. It is intended to obtain information on the teaching of reading at SMA Negeri 1 KEMBANG. According to (Sugiyono, 2011), qualitative research methods are research methods that are based on the philosophy of post positivism, used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is a key instrument, the technique of data collection is triangulated (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning rather than generalization.

This research focuses on certain phenomena in the school environment. According to (Sugiyono, 2011), descriptive method is method uses to examine the status of human groups, an object, a condition, the thoughts, and the events that will occur. In this case, the phenomenon is English teaching and learning activities. This study also does not need to provide care for the object of research focused on reading material.

3.2 Subjects of The Research

This research took place at SMA Negeri 1 Kembang. This school is one of the best schools in Kembang. This school is located in Jl.Raya Bangsri-Keling KM 06 Kembang. There are three grades in SMA Negeri 1 Kembang where each grade consists of 1 class for language major, 4 classes for social and 4 classes for science. This school has three majors; they are language major, social and science. In the case, the subjects of this research are three English teachers at SMA Negeri 1 Kembang. The researcher chooses three classes of each level. Every class has 30 until 35 students. It represented each major at SMA Negeri 1 Kembang.

3.3 Source of Data

The data sources in this study are the subjects whom data are obtained from. The sources of the data are divided into two kinds, primary sources and secondary sources. According to (Sugiyono, 2011) primary sources are data sources that directly provide data to data collector. For example, data obtained from respondents through questionnaires, focus groups, panel, or also data from the result of research interview with resource person. Secondary sources are sources that indirectly provide data to collector of data or data obtained by the researcher from existing sources. For example, it can be from other people or from document.

In this study, the researcher used two data sources namely primary data sources and secondary data sources.

a. Primary sources are data obtained directly by the researcher. The primary data sources in this study are documentation, interview with three English teachers and give questionnaire for some students at SMA Negeri 1 Kembang.

b. Secondary sources are data obtained by researcher from existing sources. In this study, document is secondary data sources.

3.4 Technique of Data Collection

According to (Sugiyono, 2011) data collection techniques are the most strategic step in research, because the main goal is getting the right data. To get data, the techniques and data collection tools must be determined precisely, so that the data obtained is valid. This research used descriptive qualitative with the direct observation, interview and questionnaire. Data are very important in this research. To collect the data, the researcher used some instruments. They are observation, interview, and questionnaire. In this study, there are three steps that are:

1. Observation

    According to (Mubarok, 2015), observation is basically a data collection technique using the senses of hearing, smell, and sight to get the information needed to answer the research problem. In this case, the researcher will observe whatever is done by the English teacher in relation to the teaching and learning process, English teachers' strategies in teaching reading in the classroom, and the condition of the school.

2. Interview

According to (Sugiyono, 2011), Interview is a process of interactional communication between two people to get depth information from respondent. In this case, the researcher used interview guidelines. Interview would be conducted with the English teacher after the teaching and learning activities have been completed. In conducting interview with English teacher, the researcher asked in detail about the strategies that the teacher used in teaching and learning process. This interview was conducted to get an oral response from the participants. The interview function in this research is to crosscheck data and to make sure that the data can really valid.

3. Questionnaire

According to (Sugiyono, 2011) the questionnaire is a data collection technique that is done by giving a number of written questions that are used to obtain information from respondents. In conducting a questionnaire step, the researcher gave it to the students after the teaching and learning activities are finished. It focused on students' response through teachers' strategies in teaching reading in classroom.

To test credibility of the data, the researcher used triangulation data collection technique. Furthermore (Sugiyono, 2011), triangulation is defined as a technique of collecting data that combines various techniques of collecting data and existing data sources. Triangulation

technique means that researcher use different data collection techniques to obtain data from the same source. The researcher used participatory observation, in-depth interview, and documentation for the same data source simultaneously. Source triangulation means to get data from different sources with the same technique.

3.5 Technique of Data Analysis

The data analysis in this study used a qualitative data analysis technique. According to (Mubarok, 2015) data analysis is used to answer the problem statements or test the hypothesis that has been formulated in the proposal. Data analysis in qualitative research is a time consuming and difficult process. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. In this research used data analysis "Miles and Huberman model". According to (Miles & Huberman, 1994:249) activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. The data analysis can be devided into four stages they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation (Ary in Sarjan & Mardiana, 2017). In this research activities in data analysis are data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

In this study, data reduction is a type of analysis for sorting data that has been obtained, classifying data into several categories, and

editing data according to the results that have been obtained. Data reduction means summarizing, choosing the main things and focusing on important things to get relevant data. In reducing the data, the researcher got the data from interview, observation, and questionnaire.

a. Interview

In this research, the researcher used data analysis in qualitative research. Data analysis is often done in conjunction with data collection. Furthermore (Sugiyono, 2011) activities in data analysis are data reduction, data display, and conclusion drawing/verification. In this research the researcher got the data from interview with the English teacher. There were ten questions for the English teachers. The result of interview showed how the teachers used the strategies in teaching reading. In this step, irrelevant data would be reduced.

b. Observation

In this research, the researcher got the data from observation. There were three sections of learning activity, those were opening, main activity and clossing. The researcher used observation checklist which consist of activity, indicator, option, and description. The researcher made observations in the classroom and match the data in accordance with the conditions of teaching and learning activities in the classroom. After got the

data, the researcher reduced the data, so the results of the data can be more valid.

c. Questionnaire

In this research the researcher got the data from questionnaire. There were ten statements of the questionnaire for the students. The researcher gave a number of questions to students about how are students' responses to teachers' strategies in teaching reading. In this questionnaire consisted of ten questions and the students just answered the questions by giving checklist in the best answer.

In questionnaire, the researcher used a likert scale to get the desired results. Likert scale is used to opinion, attitude, and perception of people about social phenomena (Sugiyono, 2011, hal. 93). In likert scale, there are three choices of scale those are three scales, four scale or five scale (Widoyoko E. P., 2014, hal. 200). Likert scale is generally used a scale with four numbers. This scale is arranged in the form of a question and followed by a choice of responses that indicate the level of attitudes, opinions and perceptions about social phenomena.

In this research there are 4 scales, those were: always, often, sometimes, and never. The first, if the result is never, it means the total is for about 1,00-1,75. Second, if the result is Sometimes, it means the total is for about 1,76-2,50. Third, if the

result is often, it means the total is for about 2,51-3,25. The last, if

the result is always, it means the total is for about 3,26-4,00. Here

is the table as follow:

Table 1. Categorize of Questionnaire

No.	Last Score	Criteria
1.	3.26-4,00	Always
2.	2,51-3.25	Often
3.	1,76-2,50	Sometimes
4.	1,00-1,75	Never

Adapted from (Widoyoko S. E., 2016)

If the response obtained from the questionnaire is always, it can

be categorized very successful. If the response obtained from the

questionnaire is often, it can be categorized successful. If the

response obtained from the questionnaire is sometimes, it can be

categorized unsuccessful. If the response obtained from

questionnaire is never, it can be categorized very unsuccessful.

2. Data Display

Data display activity is an analysis to arrange information on data

obtained and present it in several forms those are brief descriptions,

charts, relationship between categories or narration. In this research,

this process displays data in several forms such as table, brief

description or essay form and so on. The researcher explains and

arranges to classify which data are in accordance with the results of the study. So the researcher got more understandable data.

3. Conclusion/Verification

Conclusion/verification is an activity to describe the results of data obtained in the form of a brief description, charts, relationships between categories, or so on. To conclude the results obtained in this study, researchers summarized in several categories and find relationships between categories. The researcher will present these conclusions in the form of a brief description.