CHAPTER III

METHODOLOGY RESEARCH

3.1 Research Setting

The research was conducted at Al-Farabi Junior High School. The research was conducted at this place because the students at the eight grade of SMP Al-Farabi faced difficulties in comprehending reading texts. The setting of the research is located at Jl. Perjuangan Tanjung Selamat No. 177 Sunggal, Kabupaten Deli Serdang. Geographically, this school is located in a rural area, 43 kilometers from the city center of Deli Serdang and 20 kilometers from the center of Medan. This school is located at the point 3.5136933 in north latitude and also the point 98.5724609 east longitude. Demographically, the surrounding population is heterogeneous, with ethnic, religious, and professional diversity. The majority of the people are Muslim and work as laborers.

3.2 Data Sources

3.2.1 Data

Data is evidence gathered by researchers in order to answer a research question. This type of research data focuses on qualitative research data, such as words, sentences, and verbal data, rather than numerical data. Based on (W.Creswell & N.Poth, 2018) his study's data sources include observation reports, interviews, transcripts, and documents in the school and the people there.

3.2.2 Source Data

There are two various of data sources, those are: primary data and secondary data. Primary data is obtained directly (first hand), whereas secondary data is obtained from the researcher's existing sources.

a) Primary Data

Textual materials used for research purposes include the two texts collected for your research project (e.g., interview transcripts, stories, and direct on-subject informants) and existing text prior to your research project (e.g., annual report) (Eriksson & Kovalainen, 2016). Because primary data is the primary source in this study, it plays an important role in research. We can get primary data in this research from Students as key informan. So that the researcher choose the students grade eight SMP Al-Farabi as the target of key informan or as the primary data resource.

b) Secondary Data

The secondary data purpose should be explicit, detailing methodological and ethical considerations and clarifying any decisions taken regarding lacking data, so that the interpretative processes of knowledge generation are transparent to the reader by (Long-Sutehall et al., 2011).

The sample is drawn using nonrandomized procedures in the nonprobability sampling methodology. The non-probability sampling method is primarily reliant on intuition. Rather than being chosen at random, individuals are chosen because they are easily available (Showkat & Parveen, 2017). Despite the fact that non-probability sampling is a helpful and practical way of selecting a sample in some situations. In this case the researcher take a English teacher of SMP Al-Farabi as secondary of this research.

In some cases, this is the only option. One of the most significant disadvantages of non-probability sampling is that the results are not statistically significant. This method's results are not generalizable. Regardless of the results achieved, although this strategy relates mostly to the group examined, generalization may be inaccurate. This findings extend beyond that specific sample. The non-probability method is used to investigate specific issues.

3.3 Research Method

This study employs qualitative descriptive with phenomenology design. Whereas naturalistic data is involved, which occurs naturally without any manipulation or intervention variable (Nassaji, 2015). Methods for qualitative descriptive phenom research have been widely employed in numerous areas, including education, psychology, and social sciences. These kinds of studies are also gaining traction in the field of second language education and learning. Sometimes qualitative research and descriptive research are used interchangeably. However, there is a distinction to be made between the two. The use of naturalistic data is a fundamental feature of both types of research. In this case, I attempt to investigate language learning and teaching in their natural environments, with no intervention or manipulation of variables.

Descriptive research attempts to characterize a phenomenon and its features. (Nassaji, 2015). This investigation is more interested by what occurred than with how or why it happened. This research objective is commonly associated with the qualitative method because the research objectives are to describe and identify the process and students' difficulty in reading comprehension of English text by eighth grade students. The data of qualitative research are descriptive, consisting of observation records, interview notes, and documents, and the source of data is the real-world situation or non-manipulated situation.

The reason the researcher uses the qualitative method is the suitability of the character of qualitative approach, those are; to describe the process in reading class, how students understanding reading material to comprehend the main idea, and the meaning making of English text in reading comprehension subject by grade eight in SMP Al-Farabi. As a result, I will collect data on the social phenomenon in its natural setting using observation and interview methods.

3.4 Technique of Data Collection

The researcher employs several techniques to collect data, including interviews and documentation. The techniques used to collect data are explained in detail below.

a) Observation

The researcher uses quasi participant observation as research supporting data to back up my claims. Researchers use this method because the collection of research data types carried out on this observation connects a researcher directly to the place of research so that he takes part in observation activities. The objects that will be observed by the researcher are tenth grades students and English teachers. And the data collected in this observation technique is process data andbehaviour that can be used to describe the objectivity of the problemto be studiedby researcher. Based on (Ciesielska & Jemielniak, 2017) In participant observation, the researcher seeks "immersion" in a certain culture, preferably over an extended length of time, in order to get an insider understanding of that society as a (marginal) member or guest.

b) Interview

In this study, the researcher would like to use a semi-structured interview *(SSI)* to gather information from a primary data source from students and secondary data source from an English teacher. The semi structured interview (SSI) is a conversational interview by one responder at a moment that employs a combination of closed- and open-ended questions, frequently supported by follow-up why or how inquiries according to (Joseph et al., 2015). Instead of answering questions word by word, as in typical surveys, discourse might wander around issues on the agenda and may delve into completely unexpected issues.

The interview was conducted in a natural setting, with the English teacher serving as the primary source to support the research content

regarding the findings of observations and the students' learning process as participants. Meanwhile, the interview is conducted by recording the voice with the permission of the English teacher in order to ensure that nothing is missed and to assist the researcher in writing the transcripts and data analysis. Furthermore, the researcher asked the prepared question, and the topic is related to the things that the researcher wishes to investigate further. This technique is used to gather detailed information, opinions, and beliefs about the students' behavior and ability in English class.

c) Documentation

Documentation includes documents from the institution, field notes, structure organization at the school, and so on. Documentation is used as evidence of the research conducted at the school. Techniques are used to assist the researcher in collecting the data required for the research. First, the researcher arrives and observes the environment in order to conduct research. Second, the researcher conducts an interview with the English teacher who teaches in the class where the researcher wishes to conduct the research. Finally, to complete the research process, the researcher used documentation as an appendix to support the content of the research paper.

3.5 Technique of Data Analysis

To collect data, the researcher begins with observation and interviews, which result in field notes, transcript notes, a research journal, photos, and media documents related to the research subject. As a result, the data analysis in this study is done inductively because the first step is to analyze empirical data, followed by working with theory to interpret the data meaning.

After collecting the data, the researcher begins by reading and observing the information. After that, the researcher will do some coding. Coding will be described in the form of a table and will be used to identify categories, patterns, and meanings. The data will then be linked to the existing theory to answer the research questions. Furthermore, as the findings, the data will be summarized and briefly explained. Miles and Huberman propose this data analysis process, which includes reducing the data, displaying the data, and drawing conclusions.

There are three parallel flows of activity in analyzing data: (1) data condensation, (2) data display, and (3) conclusion drawing/verification (Miles et al., 2014).

Figure 3.4 Process of Data Analysis
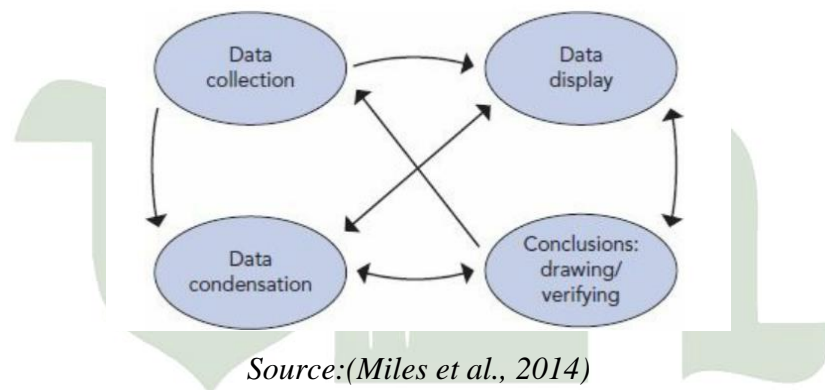
Source:(Miles et al., 2014)

a) Data Condensation

The method of choosing, concentrating, reducing, extrapolating, and altering data from the whole corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials are referred to as data condensation. We strengthen data by condensing it.

Throughout the life of any qualitatively oriented project, data condensation occurs on a continuous basis. Anticipatory data condensation occurs even before data collecting begins, when the researcher determines (sometimes without full knowledge) which conceptual framework, cases, research questions, and data collection procedures to employ.

As data collecting develops, more episodes of data condensation occur: writing summaries, coding, establishing themes, generating categories, and writing.

b) Data Display

The display of data is the second major flow of analysis activity. In general, a display is a well-organized, condensed collection of information that enables for conclusion drawing and action. Everyday displays range from gasoline gauges to newspapers to Facebook status updates. Looking at displays assists us in comprehending what is going on and deciding whether to research further or take action based on that understanding.

c) Drawing and Verifying Conclusion

The third step of analysis activity is the drawing and verification of conclusions. From the beginning of data collection, the qualitative analyst assesses what things mean by noticing patterns, explanations, causal flows, and assertions. The competent researcher maintains openness and skepticism while holding these conclusions lightly, but they remain, hazy at first, then increasingly explicit and grounded. Depending on the size of the corpus of field notes, the procedures employed for coding, storage, and retrieval, the complexity of the researcher, and any necessary deadlines to meet, "final" findings may not appear until data gathering is complete. The conclusions are validated as the analyst continues. Verification can be as brief as a second thought that occurs to the analyst while writing.

3.6 Trustworthiness

When evaluating data to obtain reliable data, the researcher must also examine the validity of the data sources. Qualitative research must use the right data analysis approach to prove and confirm the data validation of a data in a scientific and responsible manner. A data can be said to be true or valid if it can be trusted, and this includes both the data and the findings obtained in a study. The purpose of data validity in this case is to gain the researcher's trust in the extent to which the truth form of the research results reveals and clarifies a data with facts that actually occur in the field (Gunawan, J: 2015). Qualitative research is considered valid if it demonstrates trust (credibility), transferability, dependability, and certainty (confirmability). The validity of the data in future research can be explained using these four conditions:

a. Credibility

The degree of trust was used to determine the validity of the data (trustworthiness) in this study. The degree of trustworthiness of this data is intended to demonstrate whether or not what the researcher has gathered corresponds to reality in the field. The completeness of the data obtained by researchers from various sources is used to determine the degree of confidence (credibility) of the data.

b. Transferability

The extent to which qualitative research findings can be transferred to other contexts or settings with different respondents. The researcher facilitates a potential user's transferability judgment through detailed description. Transferability can be achieved through research if the reader gets a clear picture of a research result. Others are always looking for high transferability values to be referred to, imitated, studied further, and then applied elsewhere. A detailed description of transferability is provided in this study. The goal of transferability testing in this study is for other

people to understand the results of research related to the use of homophone games on students' vocabulary, so that the results of this research can be applied.

c. Dependability

It is said that something research is dependent if other people can repeat or replicate the research process. In qualitative research, test dependence is achieved by auditing the entire research process. An independent auditor or supervisor uses this method to audit the overall activities of researchers while conducting research.

d. Confirmability

Confirmability checking is used to validate research related to the process. When the outcome of the research is a function and research process that was carried out, the research has met the standard of confirmability. Multiple tests can be obtained by finding people who agree, including supervisors, on their views and opinions on issues related to the research focus, which are necessary data in this case.