CHAPTER III
METHODOLOGY RESEARCH

3.1 Research Method

The research design used in this study is qualitative descriptive with phenomenology. Naturalistic data, on the other hand, are those that develop spontaneously without the use of any manipulation or intervention variables (Nassaji, 2015). Numerous fields, including education, psychology, and the social sciences, have made extensive use of qualitative descriptive phenomenological research methods. Studies of this nature are also becoming more popular in the study and teaching of second languages. Descriptive and qualitative research are sometimes used synonymously. There should be a differentiation between the two, though. Both methods of study are fundamentally based on the use of naturalistic data. In this study, I make an effort to look at how language learning and instruction actually occur without any outside interference or variable manipulation.

Research that is descriptive aims to define a phenomena and its characteristics. (Nassaji, 2015). In this examination, what happened is of greater relevance than how or why it happened. Because the purpose of the research is to explain and identify the process and students' difficulties in reading comprehension of English text by eighth grade pupils, this research objective is frequently linked to the qualitative approach. The source of the data for qualitative research is the real-world situation or an unaltered situation, and the data are descriptive and include observation records, interview notes, and documents.

The qualitative method was chosen by the researcher because it was appropriate for describing the reading process in class, showing how students understood the reading material to comprehend the narrative text, and showing how eighth-grade students in MTs Al-Barakah Galang made sense of English text. As a result, I will gather information on the social phenomenon utilizing observational and interview techniques in its natural environment.

3.2 Research Setting

The study was carried out at MTsS Al-Barakah. Because class IX students at MTsS Al-Barakah had trouble comprehending narrative reading materials, this study was done there. JL. Petumbukan Simpang Gema Kasih, Jaharum B, Kec. Galang, and Kab. Deli Serdang are the locations of the study setting. This school is situated geographically in a rural location, 44 kilometers from the center of Deli Serdang and 20 kilometers from the center of Medan. The school is situated at 3.5136933 north latitude and 98.5724609 east longitude, respectively. The neighborhood's population is diverse in terms of its racial, religious, and occupational backgrounds. The majority of people are Muslims and are farmers and workers.

3.3 Data and Data Sources

Data are facts obtained by a researcher to support a hypothesis. Instead than emphasizing quantitative data, this sort of study data concentrates on qualitative data such as words, phrases, and verbal data. His study's data sources are observation reports, interviews, transcripts, and documentation about the school and the students there, according to (Putri et al., 2022).

Primary data and secondary data are two different types of data sources. Secondary data is gathered through the researcher's pre-existing sources, whereas primary data is gathered directly (first-hand).

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a) Primary Data

The two texts you gathered for your research project (such interview transcripts, anecdotes, and direct on-subject informants) and pre-existing text (like an annual report) are examples of textual resources utilized for study (Showkat et al., 2017). Primary data plays a crucial part in research since it is the study's main source of information. Students can serve as our primary sources of information for this study's primary data. As a result, the researcher decided to use the eighth-grade students at MTsS Al-Barakah as the major data source or focus of critical information.

b) Secondary Data

In order to make the interpretive processes of knowledge development obvious to the reader, the secondary data purpose should be explicit, explaining methodological and ethical concerns and clarifying any judgments taken with inadequate data (Long-Sutehall et al., 2011). The nonprobability sampling approach uses nonrandomized processes to choose the sample. The non-probability sampling technique heavily relies on common sense. Individuals are picked because they are readily available rather than at random (Showkat et al., 2017).Despite the fact that in some circumstances non-probability sampling is a useful and practical method of picking a sample. In this instance, the English instructor at MTsS Al-Barakah is considered a secondary source for this research.

This is the sole choice in some circumstances. The findings of non-probability sampling are not statistically significant, which is one of its biggest drawbacks. The outcomes of this strategy are not generalizable. Regardless of the outcomes, generalizations may not be valid because this technique primarily applies to the population under study. This research goes beyond that particular sample. The non-probability technique is employed to research certain concerns.

3.4 Technique of Data Collection

In order to gather data, the researcher uses a variety of methods, including interviews and documentation. The methods used to gather data are described in more detail below.

a) Observation

To support her assertions, the researcher draws on quasi-participant observational data. Researchers employ this technique because it allows them to participate in observational activities while maintaining a direct connection to the study site for the collection of research data types. The researcher will be observing

English teachers and pupils in the tenth grade. Additionally, the information gathered through this observational approach includes process data and behavioral information that may be utilized to explain the objectivity of the topic under investigation. According to (Ciesielska & Jemielniak, 2017), participant observation aims to give the researcher "immersion" in a particular culture, preferably over a long period of time, to get a deeper knowledge of that community as a whole.

b) Interview

In this study, the researcher plans to utilize a semi-structured interview (SSI) to collect data from two sources: a secondary data source from an English instructor and a primary data source from students. According to (Joseph et al., 2015), the semi-structured interview (SSI) is a conversational interview conducted by one respondent at a time that uses a combination of closed- and open-ended questions, typically accompanied by follow-up why or how questions. As opposed to verbatim responses, as in traditional surveys, discussion may veer off topic and dive into areas that were not originally discussed.

c) Documentation

Documentation can take the form of school records, field notes, organizational charts from the school, and more. The research done at the school is supported by documentation. Techniques are employed to help the researcher get the data needed for the study. The researcher first comes and surveys the surroundings before beginning any investigation. The second step is for the researcher to interview the English instructor who teaches the class where the research will be done. The researcher utilized supporting evidence as an appendix to the study article to conclude the research procedure.

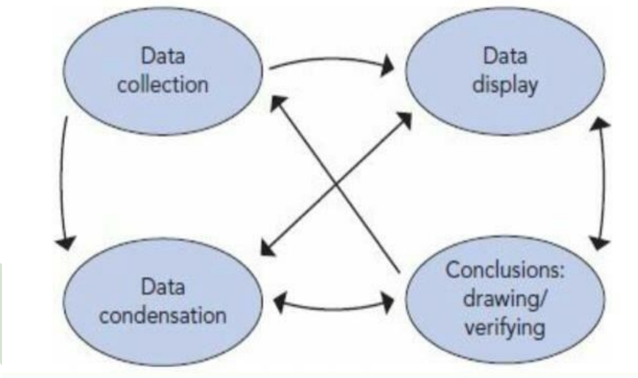
3.5 Technique of Data Analysis

Beginning with observation and interviews, the researcher begins to gather data. These methods provide field notes, transcript notes, a research notebook, images, and media documents pertinent to the study topic. Because empirical data analysis comes first in this study, followed by using theory to understand the data's meaning, inductive reasoning is used to examine the data.

The researcher starts by reviewing and observing the data after gathering it. The researcher will then engage in some coding after that. To identify categories, trends, and meanings, coding will be explained in the form of a table. To address the research questions, the data will next be connected to the prevailing hypothesis. Additionally, a summary of the data will be provided as the results and succinctly described. This method of data analysis, which Miles and Huberman suggest, entails decreasing the data, visualizing the data, and making conclusions.

Data analysis involves three concurrent flows of activity: data condensation, data presentation, and conclusion drawing/verification (Miles et al., 2014).

Figure 3.4 Process of Data Analysis



Source:(Miles et al., 2014)

3.6 Trustworthiness

The legitimacy of the data sources must also be considered by the researcher while reviewing data to acquire dependable data. For qualitative research to validate data in a way that is both accountable and scientific, the appropriate data analysis technique must be used. When information can be trusted, it is said to be accurate or valid, and this applies to both the information and research results. In this instance, the goal of data validity is to win the researcher's confidence in the degree to which the truth form of the study findings discloses and clarifies a data with facts that actually occur in the field (Gunawan, J.: 2015). If qualitative research displays reliability, transferability, and trustworthiness, it is deemed legitimate as well as assurance (confirmability). These four criteria can be used to explain the validity of the data in future studies:

a. Credibility

In this study, the validity and reliability of the data were assessed using a scale of trust. The reliability of this data is meant to show whether or not the researcher's findings are consistent with the reality on the ground. The degree of trust (credibility) in the data is based on how comprehensive the data are that the researcher has collected from numerous sources.

b. Transferability

The degree to which findings from qualitative research may be applied to multiple situations or settings with different respondents. Through thorough explanation, the researcher helps a possible user's transferability judgment. If the reader has a clear understanding of a study finding, transferability can be attained. Others are always seeking for high transferability qualities that may be used as models, copied, researched further, and then implemented in other contexts. In this work, transferability is described in great depth. Transferability testing is used in this study to ensure that other individuals can grasp the effects of homophone games on students' vocabulary and make use of the research's findings.

c. Dependability

If other individuals can duplicate the study procedure, it is argued that the research is dependent on that replication. Test dependency is accomplished in qualitative research by auditing every step of the investigation. This technique is used to audit a researcher's overall research-related activities by a supervisor or independent auditor.

d. Confirmability

Research pertaining to the procedure is validated via confirmability checking. The research has satisfied the requirement of confirmability when the outcome is a function of research process that was carried out. Finding individuals who have similar thoughts and attitudes on matters relating to the study focus, such as supervisors, might yield multiple tests, which are required data in this scenario.