CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher applied a qualitative descriptive method. Research designs are types of inquiry within qualitative, quantitative, and mixed methods that provide specific direction for procedures in a research design (Creswell, 2013). Qualitative method strategies are indirectly derived from various philosophical, epistemological, and methodological traditions. Qualitative methods derive directly from ethnographic traditions and field studies in anthropology and sociology. More generally it can be said that the inductive holistic paradigm of naturalistic research is based on perspectives developed in phenomenology, symbolic interactionism and naturalistic behaviorism, ethnomethodology, and ecological psychology (Salim., & Syahrum. 2012). Referring to Strauss and Corbin (1990), as cited in (Salim., & Syahrum. 2012) qualitative research is a type of research that does not use statistical or quantification procedures. In this case, qualitative research is research about a person's life, stories, behavior, and also about the function of organizations, social movements, or interrelationships. Furthermore, Faisal (1990), as cited in (Salim., & Syahrum. 2012) argues that studying human behavior requires in-depth research on the core behavior (inner behavior) holistically and starting from the human perspective on human behavior.

The researcher chose the qualitative descriptive method because the data obtained were in the form of words and pictures not in the form of the numbers described. In qualitative research, the researcher was investigate the teacher's strategy in teaching reading in the form of hybrid learning. Qualitative research methods have fewer objects than quantitative research because they prioritize data intensity over data quantity. The current pre-observational research design consists of the procedures to be carried out in qualitative research. At the time of pre-observation, by collecting teacher data and finding problems with teacher learning strategies at SMAS Karya Budi Putussibau.

B. Subject Of Research

Arikunto (Hum et al., 2021) explains that the sample is part or representative of the population under study. If was only examines a part of the population, then the research is called a sample study. The participants in this research involved two English teachers without involving students because the researcher only wanted to know the strategies used by teachers in teaching reading in hybrid learning. This research was conducted in SMAS Karya Budi Putussibau. In this research, the researcher used purposive sampling. Purposive sampling is based on the assumption that the researcher wants to find, understand, and gain insight and therefore must choose the most study able sample (Ripo & Sulaiman, 2016).

C. The Technique of Data Collecting

In this section, the researcher discussed how the researcher collects primary data or the first data collected by the researcher through direct data collection in the field. To address the problems defined in this research, it is important to obtain promoting information objectively by utilizing appropriate data collection techniques and tools. The direct method to collect data that can be evaluated (Creswell, 2012). In this research, the data collection techniques used included an interview and observation.

Qualitative interviews, research conducts face-to-face interviews with teachers and interviews. This interview involves a small number of unstructured and generally open questions and is intended to obtain views and opinions from the teacher regarding the research question above. An interview is where the investigator follows a rigid procedure and seeks answers to a series of pre-structured questions through personal interviews.

This data collection method is usually carried out in a structured manner in which the output is highly dependent on the ability of the interviewer. Arikunto (2013: 199) states that interviews that conduct by asking questions freely however still the interview guidelines that have been made are called free guide interviews. Questions were developed as the researcher conducts the interview.

In this research, the interview conducted by the researcher was to obtain information from the English teachers at SMAS Karya Budi Putussibau decide about the teachers' strategy in teaching reading in the form of hybrid learning. In this research, the researcher used semi-structured interview techniques. This type of interview is included in the in-depth interview category, where the practice is freer when compares to structure interviews. The purpose of this type of interview is to find problems in a more open manner, where informants are asked for their opinions and ideas. In conducting interviews, the researcher needs to listen carefully and take notes and record what the informants say.

Interviews both face-to-face and using the telephone used always have personal contact, therefore researcher need to understand the situation and conditions when they want to research to choose the right time when, and where to conduct the interview. Respondents who are busy working, have serious problems, are resting, are not feeling well, or are angry should be careful in conducting interviews. If the interview was forced under such conditions, it would result in invalid and accurate data.

Observations were made at SMAS Karya Budi Putussibau to find problems, especially those related to students' reading comprehension in hybrid learning. In addition, the researcher observed the teaching and learning process by making a checklist of observations and field notes. Observation results help researcher to find out what strategies teachers use in hybrid learning. It also helps the researcher and decides the appropriate action to take at the next meeting.

D. Tools of Data Collection

The data obtained were collected through relevant and possible data collection tools to answer existing problems. The tools that used to achieve the purposes of this research is by using interview.

1. Interview

    Interview is a purposeful interaction in which one person obtains information from another (Gay *et al.*, 2012: 386). The researcher used of a

semi-structured interview. Semi-structured interviews are used to obtain certain information from the subject for this purpose. The researcher prepared questions related to semi-structured interviews are used to obtain certain information from the subject for this purpose. The researcher prepared questions related to teachers' strategies in teaching reading in the form of hybrid learning.

2. Observation checklist

In this research, the teacher was observed by the researcher using an observation checklist. In this case, the researcher observed what the English teacher did related to the teacher's strategy in teaching reading comprehension in the classroom (Sarjan, 2017). Researcher simply recorded what they saw in whatever way they could. Researcher choose this technique because observation is often used to generate new ideas and allows researcher to research the knowing the success of the strategies that teachers use during the hybrid learning period.

E. Techniques of Data Analysis

To analyze this data, the researcher used qualitative data analysis by Ary, *et al*. (2010: 481) which is used to analyze the interview notes and take three steps organizing an introduction, coding and reduction, interpretation, and representation.

1. Organizing and familiarizing

Regarding the main thing in analyzing qualitative data in this study, it involves the introduction and organization stages in an effort to facilitate data collection. The researcher collecting data in this study used observation and interviews to obtain accurate data. The instruments used in data collection were observation sheets and interview guidelines. In this study, the researcher examined the observation sheets that had been made that were relevant to the reading comprehension learning strategy and asked questions related to the teacher's strategy in reading comprehension learning and the answers given by the respondents. After the researcher changed the

data from interviews into transcriptions, in this section the researcher compiled the data and continued to reanalyze the data that had been obtained. Researcher describe by making notes or memos to capture thoughts that occur during observations. Then, the researcher created and reviewed a complete list of the various types of information obtained. According to (Creswell, 2013: 247) there are six steps to analyzing qualitative data :

a. Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, cataloging all of the visual material, and sorting and arranging the data into different types depending on the sources of information.

b. Read or look at all the data. Sometimes qualitative researchers write notes in the margins of transcripts or observational field notes or start recording general thoughts about the data at this stage.

c. Start coding all of the data. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based on the actual language of the participant (called an in vivo term).

d. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. Use the coding as well for generating a small number of themes or categories perhaps five to seven themes for research. These themes are the ones that appear as major findings in qualitative studies and are often used as headings in the findings sections (or in the findings section of a dissertation or thesis) of studies.

e. Advance how the description and themes will be represented in the qualitative narrative. Many qualitative researchers also use visuals, figures, or tables as adjuncts to the discussions. They present a process model (as in grounded theory), advance a drawing of the specific

research site (as in ethnography), or convey descriptive information about each participant in a table (as in case studies and ethnographies).

f. A final step in data analysis involves interpreting qualitative research of the findings or results. Moreover, when qualitative researchers use a theoretical lens, they can form interpretations that call for action agendas for reform and change. A researcher might describe how the narrative outcome was compared with theories and the general literature on the topic.

In this research, the researcher used the same steps as those (Creswell,2013). By using quantitative and qualitative data analysis.

2. Coding and reducing

In this coding and reduction, the researcher rereads all the data that has been obtained and sorts it out by looking for phrases, the subject's way of thinking, word meaning units, behavior patterns, sentences, and events that appear to appear regularly and important. In this process the researcher uses a reduction process by selecting the most important points, finding patterns, and separating unnecessary data, focusing on the important points until this final report is completed and this data is honed, discarded, and organized, focused, and sorted. Both inductive and deductive coding methods usually occur in two stages: initial coding and line-by-line coding. In the initial coding stage, the goal is to get an idea of the data by reading and understanding it. If you take an inductive approach, it can also help you develop your initial code set. While manual coding is time-consuming, it helps streamline the overall analysis process. Code generation requires the researcher to decide which data is relevant and why reducing the amount of data must be considered in the final analysis.

3. Interpreting and representing

Interpreting the data to represent the interpretation and representation of the data obtained in this study is concerned with generating meaning, providing and developing factual explanations, and describing the

acquisition of the data. At this stage, the researcher conducts a theoretical review to be able to connect the data with existing data. During the process of this analysis, the researcher also developed the results of the hypothesis from the data that had been obtained. There are four steps for data interpretation, including collecting the necessary information, developing findings, developing conclusions, and developing recommendations based on the interpretation of the data that has been obtained. Then, the researcher also explains each step related to the findings, conclusions, and recommendations as suggestions to answer the questions that have been prepared.