CHAPTER III
RESEARCH METHODOLOGY

A. Research Methodology

This research used quantitative data and qualitative data with descriptive methods. Creswell (2012, p. 626) stated that quantitative research is used for describing trends and explaining the relationship among variables found in the literature. Quantitative research gathers and statistically analyses numeric data to answer related questions of relationship, cause, effect, or current status (Ary *et al.*, 2018). Meanwhile, the purpose of qualitative design, known as descriptive qualitative, is suitable for researchers because it can be used with various theoretical approaches, sampling techniques, and data collection strategies. According to (Ginting et al., 2014) The descriptive method is a process for finding an important characteristic of the data in a database . (Vaismoradi et al., 2016) Qualitative research as a group of approaches for the collection and analysis of data aims to provide an in-depth, socio-contextual, and detailed description and interpretation of the research topic. Qualitative research is an iterative process in which improved understanding of the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied(Aspers& Corte, 2019).

Therefore, this study uses a qualitative and quantitative approach with descriptive methods, with the main objective of this research being to obtain data about what students experience reading difficulties. Here the researcher conducted research in class X in Paket C program at the SKB (learning activity center) SPNF Pontianak.

1. Subject of Research

In this study, the subject matter of this study was the Program Paket "C" for the Sanggar Kegiatan Belajar (SKB) Pontianak for the 2021/2022 academic year. The participants in this study were class X students in Paket C program at the SKB (Sanggar Kegiatan Belajar) SPNF Pontianak, the number of class X

students in Paket C program was 26 students. The researcher chose all students as informants in this study.

2. Technique of Data Collection

Data is a collection of facts, figures, objects, symbols, and events gathered from different sources. Organizations collect data to make better decisions, without data it would be difficult for organizations to make appropriate decisions and data is collected at various points in time from different audiences. In completing the data, the researcher used qualitative and quantitative data. Qualitative data consist of observation, while quantitative data consist of measurement.

3. Tool of Data Collection

Data collection tools are objects used by researchers to obtain data. In doing this, researchers are assisted by tools that support and facilitate research, so that research can run effectively and smoothly. The tools used are:

a. Test reading

The reading test is an integrated language skills test. That is said so because this test combines some components that are the target of the researcher himself for data collection. The researcher concludes that the test is an argument to measure something in order to get actual data from the object of this research.

Using the test as a research instrument in this case the instrument used to collect research data in this study was a learning achievement test. It aims to determine students' difficulties in reading in class X students in the Pontianak SKB Paket C program. The instrument used to collect data in this study was a reading test in the form of a multiple-choice test. The author uses the test method. This is an assignment to measure students' difficulty in reading based on their knowledge. The reading test is an integrated language skills test. It is said so because this test combines some components that are the target of the by the researcher himself for data collection. The researcher will analyze the data by using the following formula individual score. The

individual score is used by the researcher to find out the individual score of the students' difficulties in reading.

b. Interview

The interview is the technique of data collection by asking the question to the respondents and the answer will be noted or recorded. In this research, structured interviews were used.

A structured interview is a typical form of an interview in survey research. (Akademia Baru et al., 2014)In the structured interview, the set of questions is predetermined, which are similar in wording and order. This tool was to collect the data from the teacher and answer the first research question.

the interview allows the researcher to collect open-ended data to explore participants' thoughts. feelings and beliefs about a particular topic Interviews are intended to get further information related to the respondents' responses to the difficulties in reading. The interview will use to get more detailed information about the respondents' overcoming strategies for reading difficulties. In the interview, the researcher will try to invite students to speak, and the researcher will finish the interview one by one face to face with the students as respondents. After interviewing the students, the researcher will record the students' answers as the result of the interview section.

4. Technique of Data Analysis

After the data is collected, the researcher will analysis the data using qualitative and quantitative data. Qualitative data will obtain from the interwiew. The researcher will obtain quantitative data from test reading.

a. Qualitative Data

Qualitative data is non-numerical data that is produced from qualitative research methods. The following are examples of qualitative data that can be used for analysis in research. Qualitative data analysis is a process of the description, classification, and interconnection of

phenomena with the researcher's concepts. qualitative data and to engage with the process of continuous meaning-making and progressive focusing inherent to analysis processes (Srivastava & Hopwood, 2009). Qualitative data is a type of non-numeric data that cannot be processed in the form of numbers. In this research, there are the steps for qualitative data analysis according to Miles and Huberman (1994: 10) as follow:

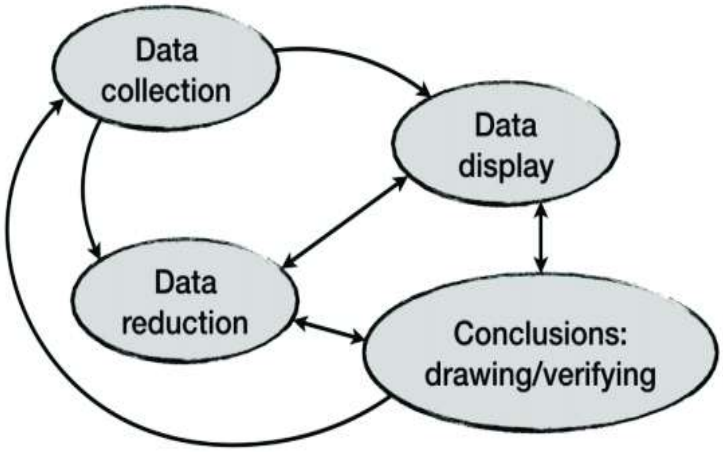

Figure 1.1: The component of qualitative Data Analysis Miles and Huberman (1994: 10)

b. Data Reduction

The process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The researcher will do the reducing/transforming process by selecting the main points, focusing on important points, finding the pattern, and separating the unnecessary data, till a final report is complete. Data will be sharpened, sorted, focus discards, and become organized data so the conclusion can be drawn and verified.

c. Data Display

After doing data reduction, the researcher will organize and then present the data in the pattern so that can be understood appropriately. The data will be organized, a compressed assembly of information that permits conclusions drawing and action.

d. Conclusion drawing/verification

In this step of verifying the data, the research will focus on the conclusion of the data after going through data reduction and data display.

a. Quantitative Data

Quantitative data is defined as data values in the form of counts or numbers where each data set has a numeric value. This data is measurable information that can be used for mathematical calculations and statistical analysis. Quantitative data is also used to answer questions such as "How much?" and "How often?", which means this data can be verified and evaluated easily using mathematical techniques. Quantitative data analysis is a systematic process of both collecting and evaluating measurable and verifiable data Ali (2021:3). In quantitative data, the researcher uses two types of scoring, which are individual scores and mean scores used to measure the students' reading comprehension by using snowball throwing technique. The researcher analyze the data by using the following formula:

a) Individual Score

Individual score is used by the researcher to find out the individual score of the students' reading skills by using Snowball Throwing Technique. The formula for individual score is as follow:

$$X = \frac{A}{N}\ x\ 100$$

Note :

X **:** The individual's score

A **:** The number of correct items

N **:** The total number of test items

100 **:** Maximun score

Taken from (Cohen et al., 2009)

b) Mean Score

After calculating the students' individual scores, the next step is the researcher calculates the students' average scores using the following formula:

$$\boldsymbol{X}=\frac{\sum \boldsymbol{X}}{\sum \boldsymbol{N}}$$

Note:

X = average value (average)

$\sum X$= number of grades of all students

$\sum N$= total number of students

Taken from Arikunto (2009:287)

To classify the students‟ scores, the researcher provided the criteria of students‟ reading skill as follows:

Table 3.1
The Classification of Range Score

Range Score	Classification
80-100	Excellent
70-79	Good
50-69	Average
0-49	Poor

Taken from Ary et al (2010:108-109)