

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher was used descriptive quantitative research. Descriptive research aims to obtain information about the actual or existing phenomena or situations at the time of the research, Sigit Santoso, (2011:59). In descriptive research, the researcher collects, analyzes, and interprets descriptive data to capture certain interesting phenomena. In this case, the phenomenon is students difficulties in reading comprehension.

The research method only describes variables, indications, or events, not rendering to examine some hypothesis, Arikunto, (1990:309). In a descriptive study, no treatment is necessary. Research only explained the variable and phenomena that occur in the school. The researcher had described the students difficulties in understanding reading in the eighth grade students of SMP 10 Sungai Kakap.

A quantitative descriptive research method was used for this research. The quantitative descriptive research method is research that aim to describe a phenomenon, symptom, and event by using numbers that describe the subject under study. Descriptive quantitative research is a scientific investigation that explains phenomena by involving statistical processes in analyzing the data Saraswati et al, (2021: 36). In this case, quantitative descriptive research is research that described the description of the phenomenon under study, and the data obtained were analyzed statistically. To get the data, the researcher used a reading comprehension student documentation.

1. Subject of Research

Research subjects are class VIII A and the eighth grade has 2 classes A and B the number of 54 students in each class has 27 students. The researcher chooses the class VIII A as a subject of research because it was based on the English teacher observations.

B. Technique and Tools of Collecting Data

1. The technique of Data Collection

The data collected in this study is to determine the strengths and weaknesses in reading comprehension of recount text. Data has been collected on students' difficulties in reading comprehension. To apply the indirect method effectively, the researcher used reading exercise as a tool to collect data. The purpose of using reading exercise in this study was to find out students responses and measure students weaknesses and strengths in reading comprehension.

Data collection technique are an important step in research (Sugiyono, 2018:224) Because the first thing in this study was to collect data. Several technique have been used in research and each technique has a different function based on the situation and conditions. To obtain data, researchers have used student documents.

2. The Tool for Collecting Data

In this research, researchers used documentation student as the main tool of data collection in the present research to accomplish sufficient data. The brief elaboration regarding this tool above deliberate below:

a. Student Documentation

In the form or result of student assignments. Task exercises are designed when the researcher gets student assignments as a result of the teacher giving assignments to students. In practice, the author has a strong data collection method, an impressive set of assignments to collect data that is numerical rather than verbal (Cohen et al, 2017) in this study student assignments are a tool for obtaining data on student learning outcomes. Because this study used a descriptive research design, the first data collection tool in this study was the student's task. The assignment consists of 10 multiple choice questions about recount text, as an effort to prevent students from cheating on the exercise, the researcher has calculated the results of the student assignments given by the teacher and

given scores to find out the weaknesses and strengths of the students. Researchers assess which aspects make the most mistakes.

b. Interview

Researchers used interviews as data collection, this tool was used to find out students' weaknesses in doing recount text assignments. The interviews that the researchers used were structured interviews to obtain data from teachers and students who had low scores. Sugiyono (2010: 233) states that structured interviews are used as a data collection technique if the researcher or data collector already knows with certainty the information to be obtained. Therefore, in conducting interviews, data collection has prepared a research instrument in the form of multiple choice assignments in which alternative answers have been prepared. With this structured interview, each respondent is asked the same questions, and data collection records them. In this interview, researchers interviewed teachers and students, the purpose of the researchers in interviewing. The teacher's goal is to help researchers find out students' weaknesses in reading, especially in recounting texts. Then aim Researchers interview these students, researchers want to know the weaknesses experienced by these students.

3. The Technique of Data Analysis

The main data to describe the students' difficulties in reading comprehension at SMP negeri 10 Sungai Kakap, the researcher used the data from the students documentation as primary data. In the research, the primary data was analyzed by quantitative analysis (using frequency, total score and percentage) in order to determine which types of difficulty faced by the students and which one is the most frequently faced by them. On the other hand, the additional data collected from the task was used to confirm the weakness faced by the students. The data from task was analyzed by using thematic analysis. The procedure of data analysis in this research is illustrated in the following section.

a. Analyzing Data From Student Documentation

The results of the student's documentation to be answered by the respondents will be measured by the percentage formula from Ridwan (2008):

$$P = \frac{f}{N} \times 100\%$$

Where :

F = Score obtained

N = Number of frequency/maximum score

P = Percentage number

Table 3.1
The Classification of Students' Weakness

No.	Students' Initial Name	Determining The Main Idea	Understanding Vocabulary	Understanding Grammar	Detailed Information
1.	A.L				
2.	A				
3.	A.F				
4.	B.H				
5.	D				
6.	D.P				
7.	D.K				
8.	E				
9.	E				
10.	F				
11.	I				
12.	M.O				
13.	M.S				
14.	N				
15.	N.S				
16.	N.H				
17.	P.S				
18.	R				
19.	R				
20.	R.F				
21.	S.N				
22.	S				
23.	T				
24.	V.D				
25.	Y				
26.	Z				
27.	Z				
Total of each difficulties					
Frequency					

Table 3.2
Types of Weakness, Frequency and Percentage

No.	Types of Weakness	Frequency	Percentage
1.	Determining the Main Idea		
2.	Understanding Vocabulary		
3.	Understanding Grammar		
4.	Detailed Information		