

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research design is qualitative research. According to (Creswell, 2014), qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed views of information, and conducts the study in a natural setting. In this study used a qualitative case study, (Ary et al., 2010) argues that a qualitative case study is one type of qualitative research method which provides in-depth, reach, and holistic description. Where this design discusses in depth and more thoroughly. The researcher chooses observation and interview as methods to obtain data that use as the result.

In this study, the researcher made observation first as a goal to find out how the English teachers taught in schools that had been determined by the researcher. In this observation, the researcher looked at the teacher's teaching methods with the strategies that the teacher used in teaching reading comprehension. After making observation in the classroom. Finally, the researcher analyzed the data that had been obtained from the respondents through interview and observation. This research was conducted in SMK Negeri 1 Ketapang.

B. Subject of research

The subject of this reasearch is English teacher of twelfth grade, the researcher decided to use purposive sampling technique to obtain the sample. According Arikunto (1990:125) said that purposive sampling is a technique used by researcher when the researcher has some specific consideration in choosing the sample. The sample of this research was the students of the twelfth grade major MM 2 and PKM of SMK Negeri 1 Ketapang.

C. Technique and Tools of Data Collection

1. The Technique of Collecting Data

Data collection techniques are the ways or steps used to obtain data. According Sugiyono (2005: 62), data collection techniques are the most strategies steps in research, because the main purpose of the research is to obtain data. In obtaining the data and information needed in this study, the researcher determined the data collection procedure in accordance with the problem under the study. The following techniques have been used in this study:

a. Direct Communication Technique

To collect the respondent's data, the researcher uses direct communication techniques to obtain the data. Direct communication techniques that used by the researcher to find out the problems that occur directly from the respondent or face to face. Common sayings like "Honestly is the best policy" and "The squeaky wheels get the grease" are reflective of direct communicators, who are quite adept at getting what they want (Joyce: 2012). In this study, interviews were conducted as a direct communication techniques with the aim of obtaining the required information. What the researcher did in the interview process was to ask about the teacher's strategy in teaching reading comprehension.

b. Indirect Communication Technique

Indirect communication techniques are techniques that are carried out nonverbally and not face to face using observation. According to Purnomo (2011), indirect observations are carried out by researcher by not being directly involved in the learning process, but only seeing for recording all activities in accordance with the desired goals. Observations in this study were to determine the strategies that teacher use in teaching reading comprehension in the classroom. In this case, the

researcher prepared an observation sheet, then the researcher entered the classroom, and the researcher observed the strategies that the teacher used in learning reading comprehension. This observation has been carried out at SMK Negeri 1 Ketapang.

2. Tools of Collecting Data

a. Interview Guideline

To get the data from the respondents using interview techniques. There were 3 types of interviews, namely structured interviews, semi-structured interviews, and unstructured interviews. This study use one of 3 types of interviews, namely semi-structure interviews. Because, semi-structured interviews were easily understood by both parties and responds from researcher were even faster than other types of interviews. Because we know the meaning of the semi-structured interview was used to find problems more openly, the interviewers were asked for opinions, and ideas. Therefore, one of the reasons researcher used this semi-structured interview. The researcher used the interview guidelines to structure the steps that the researcher must take before going directly to the field. An interview guideline is a document used to organize or compile a method for interviewing the respondent. According to Creswell (2013: 239), an interview means that the data are collected through face-to-face or telephone interaction between the interviewer and the respondent. The interview is a question and answers verbally between two or more people directly.

b. Observation Sheet

Place, actor and action are three components of observation (Sugiyono, 2011:229) because the social context is education, the setting is the physical environment of the school, the actors are the English teacher, the headmaster, and the students in the eleventh grade, and the actions are planning, formulation and implementation of the strategy. Observation makes a significant contribution to this study. This strategy was used to collect information about the English teacher's strategies in teaching reading comprehension.

The researcher observed two classes; XII MM 2 and XII PKM at SMK Negeri 1 Ketapang. The researcher observed the teaching reading strategies which is implemented by the English teachers.

D. Technique of Data Analysis

Based on conducted data with the teacher interviewed and observation class, the researcher analysed all the activity in the class during the teaching learning process. In arranging observation field note, the researcher observed the teacher during teaching and learning process. In observation stage, the researcher observed the teacher how the teacher taught their student about reading comprehension and what the strategies that the teacher used in class during the lesson from opening until closing. The researcher observed whatever done by the English teacher related to the teacher strategies in teaching reading comprehension in the classroom. It was used to investigate the English teaching and learning process in the classroom. Observation is a major data collection in qualitative research. Observation is directly to see an object of the research in teaching and learning process. Observation is the complex process, a process that determined from whole aspects of biology and psychology Arikunto, (2013:172). In addition, the researcher used the interview with the students

to clarify the result of observation class. The researcher conducted a semi-structured interview provided in the interview guidelines. Additionally, the documentation is taken to support the data obtained by recording the interviewee's responses during the interview section. The interview was a face to face interview with used record interview section in order to get the clear information from the participant.

After collecting all the data, the data was analyzed by using descriptive qualitative research. The result of interviews was analyzed by using analytical method proposed by Miles and Huberman (1994). He stated that there are four steps in analytical method; data collection, data reduction, data display, and conclusion or verification.

1. Data Collection

This step is converting the voice interview results into a text (transcript), scanning the material, typing the field data or sorting and organizing the data into different types depending on the source of the information. Miles & Huberman limits a presentation as a set of structured information that gives the possibility of drawing conclusions and taking action. They believe that better representations are a key means of valid qualitative analysis, which include: various types of matrices, graphs, networks and charts. Everything is designed to combine organized information in a coherent and easily accessible form. In this way an analyzer can see what is going on, and determine whether to draw the correct conclusion or to proceed with the analysis in the advice suggested by the presentation as something that might be useful.

2. Data Reduction

Data reduction is a form of analysis that classifies, directs, discards unnecessary and organizes reduced data to provide a sharper picture of the observations into themes. Data reduction continued throughout the project directed at qualitative research. The anticipation of data reduction was evident when his research decided on the conceptual framework of the research area, the research problems, and which data

collection approach to choose. During data collection, the next reduction stage occurs (summarizing, coding, and tracing themes). This data reduction/transformation continues after the field research, until a complete final report is prepared.

3. Data Display

Presentation of data is analysis in the form of a matrix, network, chart or graphic. In qualitative research, data presentation is done in the form of brief descriptions, tables, charts and relationships between categories. Through the presentation of these data, the data is organized and structured so that it will be easier to understand.

4. Conclusion or Verifications

Conclusion is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if strong evidence is not found to support the next stage of collection. Conclusions in qualitative research can answer the formulation of the problem that was formulated from the start.