

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research methods and how to collect the data. The method of research is an important factor that affects the result of the study. It begins with determining research design, setting, source of data, subject, technique of data collection, and technique of data analysis.

A. Research Method

This research method, the researcher uses qualitative research. Qualitative research is in the form of research that has a purpose and has an important function to describe and analyze phenomena and events¹. The term “research” refers to the process of looking for information and expertise about a particular subject or issue. In other terms, research is the art of conducting methodical inquiry. Research can be categorized in a variety of ways depending on the research methodology, the knowledge it produces, the user group, the research topic it examines, etc.

Qualitative research is a continuous matter with an explanation of social phenomena. Which means that this is intended so that we can better understand the life that we live every day in the social world². In qualitative research, meanings, definitions, characteristics, symbols, metaphors, and descriptions of objects are discussed. Focus groups and individual in-depth interviews are the two main information gathering techniques used in qualitative research, which are much more subjective and employ quite a variety of techniques.

B. Research Setting

The researcher conducted this research at MTs NU BANAT Kudus, because the location and place had been used as a researcher’s experiences in conducting (PPL). And also, in accordance with the wishes of the researcher, which is to help students understand reading material in comparison taught by teachers at MTs NU BANAT Kudus. MTs NU BANAT Kudus is located on JL. KHR Asnawi No. 30, Pejaten, Damaran, Kec Kudus City, Kudus Regency, Central Java. The location is strategic, because this school is equipped with very adequate and complete facilities. In

¹ Irikawati. “Identifying Teacher’s Strategies in Teaching Writing”. *Al – Lisan (Journal Bahasa)*, no. 2 (2017). 11.

² Deni Kurniawan. “Teacher’s Techniques in Teaching Reading Comprehension at SMAN 1 Kota PENUH in Academic Year 2017/2018”. (*The Article*). 2018.

addition, it is close to schools that are under the same foundation starting from RA NU BANAT Kudus, MTs NU BANAT Kudus, MA NU BANAT Kudus, and SMK NU BANAT Kudus and there also Islamic Boarding Schools that are close to the MTs NU BANAT Kudus. This research was carried out at MTS NU BANAT Kudus 2022/2023. Researchers only focus on class VIII MTs NU BANAT Kudus for the 2022/2023 academic year. Which consists of 40 students in each class and there are 10 classes at MTs NU BANAT Kudus. The researcher observed the English teacher and eight graders (schools associated with the title of the research).

C. Research Participants/Subject

The subject or participants of this research is English teachers and students of class VIII MTs NU BANAT Kudus. The researcher has taken 4 classes, the researcher has also collected data and documentation then made data analysis. The writer also adds that the data from English teacher and students provided is valid.

According to Ibnu Hajar there are three sources of data, namely:

1. Primary Data Sources

Namely data sources containing research results that provide information to researchers directly. In this study, the English journal entitled "Teacher's Strategies in Teaching Reading Comprehension" by Fitri Nurdianingsih was the main data source. It was released in 2021 by (Professional Journal of English Education). In this study, the participants involved in the research involved English subject teachers and class VIII students at MTs NU BANAT Kudus for the 2022/2023 academic year. Class VIII consists of 40 students in each class. And this research is focused on the teacher's strategy in teaching Reading Comprehension and Improving Reading Skills. This study aims to describe teaching objectives, teaching strategies, teacher roles, student roles, materials and teaching and learning processes of English.

2. Secondary Data Sources

Namely sources containing research results that provide information indirectly as data. Secondary data used by researchers to support the theory of this research is required from books. For strategy analysis and learning, teachers use a book from (School Drug Education and Road Aware) entitled: "Teaching and Learning Strategies". For reading comprehension, use a book from (M. Bojovic) entitled "Reading Skills and Reading

Comprehension English for Specific Purpose”, and use a book from (Sustaining Reading First) entitled “Reading Comprehension: Essential for Sustainability”. Secondary data is used to support and to convince the research.

D. Instruments and Data Collection Techniques

By using data collection techniques in the form of observations and interviews. In using this technique, the research used is quite accurate because it obtains research results by interviewing, and making several observations.

1. Observation

Observation is a technique of collecting data by observing directly research subject. This technique is used to determine the method in teaching reading comprehension. Observations were made at MTs NU BANAT Kudus class VIII. This observation was carried out by the researcher by entering the class to be studied, then the researcher sat at the back to observe, and investigate the role of the teacher, the role of students and also the strategies used to find out how far the students’ understanding of reading comprehension.

2. Interview

Data is gathered during the interview by asking questions. Data can be gathered by listening to people, recording them, and then recording their responses.³ Oral question and answer interview activities to obtain information, with collect information through recordings, writings and others. Researchers conducted interviews in class by conducting questions and answers with several students and teachers of these subjects. The researcher gave written questions to the students of each class there were two students who were interviewed and there were 6 questions. And the researchers conducted direct interviews with the English teacher by giving direct questions, there were 6 questions. The following data sources:

1. Mrs. Nurul Istiqomah, M.Pd. English teacher. Her nickname is Mr.s Nuris, who teaches English class 8 and 9 at MTs NU Banat Kudus. He is also the homeroom teacher of class 9J.
2. Ajuma Na’ma Tsurayya, from class 8A
3. Azizah Maulida Fitri, from class 8A
4. Nayla Alifatul Nabila, from class 8B

³ Dr. Karim Abawi. 2014, “Data Collection Instruments (Questionnaire & Interview). *Geneva Workshop*. No, 10.

5. Dewi Nabila Johar Taqwim, form class 8B
6. Bening Cita Mahasari, from class 8C
7. Jihan Mahya, from class 8C
8. Aulia Mazidatul Ilmi, from class 8D
9. Rinasyifa Mazida, from class 8D.

3. Documentation

Documentation is a method used to provide documents using accurate evidence from recording sources of information. The research was conducted using documentation in the form of class photos, from class 8A to class 8D, photos of students in grades 8A to 8D, and photos of the English teacher.

E. Research Data Validity

1. Triangulation method is concerned with checking the consistency of different findings. So methodological triangulation involves the use of several qualitative methods to study the phenomenon⁴.
2. Data Triangulation, data triangulation requires the use of different sources of information in an effort to increase the validity of the study⁵. This type of research uses different sources. In this case, Data triangulation involves matching qualitative data brought from structured interviews with quantitative data.

F. Data Analysis Technique

This research shows that the field research includes observation, interviews and documentation. Secondary data is intended for field research, by obtaining participants directly and primary data.

(Aspers and Corte 2019, 139) argues that qualitative research is where the scientific community increases understanding by repeating the process and developing new significant differences that will be generated through the phenomena that have been studied. ⁶So, in qualitative research, researchers are emphasized to increase understanding of what will be researched on the process that will be developed through phenomena that have been studied and researched so that they can find out the new significant differences that have

⁴ Taurai Chako (UZ). Triangulation in Qualitative research! Why The Use of Triangulation Necessary in Social Research?”, *University of Zimbabwe*. 2017.

⁵ Taurai Chako (UZ). Triangulation in Qualitative research! Why The Use of Triangulation Necessary in Social Research?”, *University of Zimbabwe*. 2017

⁶ Patrick Aspers, Ugo Corte. “What is Qualitative in Research”, *Qualitative Sociology*. 2021.

been produced with what has been researched. There are different qualitative characteristics of research, which do not only focus on the binary code of qualitative versus non-qualitative research. To achieve a better understanding by conducting qualitative research, a researcher must have a handle on empirical material because it is useful for researchers in the research to be studied.

