CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the Methodology of the research and analysis used by the researcher. It consists of Research Method, Research Setting, Research Participants, Instruments and Data Collection Technique, Research Data Validity, Data Analysis Technique, and Research Ethical Consideration.

A. Research Method

The research method can be interpreted as a scientific method used to understand, solve, and anticipate problems in education with valid and data evidence that has been found, developed, and proven through certain knowledge.[1] The scientific method can be interpreted as research activities based on scientific characteristics, namely rational, empirical, and systematic. Rationale means that research activities are carried out in ways that make sense to be reached by human reasoning. Empirical means that the methods used can be observed by the human mind so that other people can observe and know the methods used. Furthermore, systematic is defined as the process used in research using certain logical steps. The data obtained through the study are empirical data (observations) that have certain criteria, namely valid. Thus, valid indicates the degree of accuracy between data that occurs on the object and data collected by researchers.[2]

In this research, the researcher used qualitative research. Moleong defines a qualitative research method as an approach in the form of oral, written data from the object of research or the person being observed.[3] In other words, this research is a descriptive form of research that produces in field fact data from the object being observed through an objective

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[1] Sugiyono, "*Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D).*" (Bandung: Alfabeta, 2017), p. 6.

[2] Sugiyono, "*Metode Penelitian Kuantitatif, Kualitatif Dan R&D,*" 22 Edition (Bandung: Alfabeta, 2015), p. 2.

[3] Lexy J Moleong, "*Metode Penelitian Kualitatif,*" (Bandung: PT Remaja Rosda Karya, 2016), p. 4

representation in solving a problem or event.[4] Based on the statement above, it can be seen that qualitative research is research that does not use statistical analysis procedures or other quantification methods.[5]

The researcher's goal using qualitative research methods is to describe the facts in-depth, detail, and thoroughly about the phenomenon that occur in the field, namely the lack of reading ability in the eighth-grade students of MTs Matholi'ul Huda Posono Gembong Pati. This phenomenon can be understood carefully if interaction with the subject through in-depth interviews. In addition, it can be done by observing the location of the phenomenon. Therefore, qualitative research is needed to explore the phenomenon from the perspective of each student. Therefore, a central phenomenon is the key concept, idea, or process studied in qualitative research.[6]

The design of this research is a case study. A case study is an ethnographic research study that focuses on a single unit, such as one individual, one group, one organization, or one program. In this research, the researcher will use a single group case study, with the aim being to arrive at a detailed description and understanding of the entity (the "case"). In addition, case studies use multiple methods, such as interviews, observation, and archives, to gather data.[7] The researcher, through this method, is expected to be able to deepen data from data sources or participants through what is said, felt, and performed. Therefore, collecting qualitative research data must be based on facts in the field that are experienced and handled directly by data sources or participants.[8]

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[4] Mahmud, "*Metode Penelitian Pendidikan*," (Bandung: Pustaka Setia, 2011), p. 32.

[5] Adhi Kusumastuti and Ahmad Mustamil Khoiron, "*Metode Penelitian Kualitatif*," ed. Fitratun Annisya and Sukarno (Semarang: Lembaga Pendidikan Sukarno Pressindo (LPSP), 2019), p. 6.

[6] John W. Creswell, "*Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research"*, Fourth Edi, (Boston: Pearson Education, Inc, 2012), p. 16

[7] Donald Ary et al., "*Introduction To Research In Education*," Eighth Edition, (Belmont USA: Wadsworth, Cengage Learning, 2010), p. 29.

[8] Sugiyono, "*Metode Penelitian* ………………….. p. 293.

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B. Research Setting

This research was conducted at MTs Matholi'ul Huda Posono Gembong Pati. It is located Posono RT. 01 RW. 07 Jl. PTP Nusantara IX Jollong Coffee, Klakahkasihan, Kec. Gembong, Kab. Pati Central Java 59162. This research was conducted for one month, from March 20, 2022, to April 20, 2022. The researcher chose this location because MTs Matholi'ul Huda is a school located in a mountainous area where students still pay little attention to English lessons. Then to get to the problems that exist in the school, the researcher conducted a pre-interview with the English teacher in which Miss Murwati stated that there were still many students who lacked reading comprehension in the eighth grade of MTs Matholi'ul Huda Posono Gembong Pati. This research is focused on the implementation of teaching reading comprehension in recount text by using Numbered heads together technique.

C. Research Participants

The subjects were used to support the research of observing the phenomenon entitled "The Implementation of Teaching Reading Comprehension in Recount Text by Using Numbered Heads Together Technique (A Case Study at MTs Matholi'ul Huda Posono Gembong Pati)." They are:
1. The principal at MTs Matholi'ul Huda Posono Gembong Pati.
2. The English teacher at MTs Matholi'ul Huda Posono Gembong Pati.
3. Eighth-grade students of MTs Matholi'ul Huda Posono Gembong Pati, including five male and five female students.

D. Instruments and Data Collection Technique

In this research, the researcher used several instruments to support qualitative data. A research instrument is used to measure the observed natural and social phenomenon. Specifically, all phenomenon are referred to as research variables.[9] In qualitative research, the instrument or research tool is the researcher. Qualitative researchers, as human instruments, function to determine the focus of research, select respondents as data sources, collect data, assess data quality,

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[9] Sugiyono, "*Metode Penelitian* …………………... p. 102.

analyse data, interpret data, and draw conclusions from research findings. Therefore, in qualitative research, "the researcher is the key instrument".[10]

Lincoln and Guba state in qualitative instruments, "The instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in the earlier stages of inquiry, furthermore that an instrument can be constructed that is grounded in the data that the human instrument has product".[11]

The data collection technique is the most strategic step in research because the study's main goal is to get the data needed in the study conducted.[12] Thus, data collection is a subject or respondent who can provide data as material or analysis for research. Sources of data in this study are the subject of information obtained.[13] The data needed by the researcher was taken from several data sources, including primary data sources and secondary data sources. According to Bungin Burhan, the primary data source in qualitative research is words or actions obtained by researchers directly from respondents as a reference in developing the required data. Therefore, the primary data source in this study was the words of the respondents (the information about teaching reading comprehension in recount text by using numbered heads together technique to the eighth grade of MTs Matholi'ul Huda Posono Gembong Pati). Meanwhile, secondary data sources in documentation or other forms of data obtained from MTs Matholi'ul Huda Posono Gembong Pati are used as supporting data from the primary data in this study.[14]

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[10] Hardani et al., "*Metode Penelitian Kualitatif & Kuantitatif*", Husnu Abad (Yogyakarta: CV. Pustaka Ilmu Group, 2020), p. 116-117.

[11] Hardani et al., "*Metode Penelitian* …………………… p. 118.

[12] Hardani et al., "*Metode Penelitian* …………………… p. 120-121.

[13] Suharsimi Arikunto, "*Prosedur Penelitian Suatu Pendekatan Praktik*," (Jakarta: PT Rineka Cipta, 1992), p. 172.

[14] Abdul Manab, *Penelitian Pendidikan Pendekatan Kualitatif*, ed. Kutbuddin Aibak, First Edition (Yogyakarta: KALIMEDIA, 2015), p. 202.

Data collection techniques used by researcher in qualitative research, they are:

1. Observation

Observation is a process of observation with a systematic recording of the problems studied. Observation is one of the data collection techniques.[15] It means that observation is a series of activities in research on an object that is intended to obtain information. Thus, observation aimed to obtain data or information from various events in a certain time systematically and formulated to get the goals that have been set.[16]

Observations used by the researcher in the implementation process of data collection are non-participant observations, namely, the researcher only as observers of the object under study. It means that the researcher is not directly involved in the activities of the people being observed, and the researcher is only an independent observer. Observing in field research is often detailed, tedious work. Instead of the quick flash, motivation appears out of deep curiosity about the details.[17] In this research, observation was conducted to observe the implementation of teaching reading comprehension in recount text using numbered heads together technique to the eighth-grade students of MTs Matholi'ul Huda Posono Gembong Pati.

2. Interview

In qualitative research, an Interview is an oral question and answer activity between two or more people directly or a conversation with a specific purpose. The discussion was carried out by two parties, namely the interviewer who asked the question and the respondent or interviewee who provided answers to the statement submitted by the researcher.[18] Meanwhile, according to Sugiyono, the

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[15] Hardani et al., "*Metode Penelitian* ……………… p. 123.

[16] Wirata, "*Metodologi Penelitian: Lengkap Praktis dan Mudah dipahami*," (Ypgyakarta: Pustaka Baru Press, 2014), p. 19.

[17] W. Lawrence Neuman, "*Basic of Social Research Qualitative and Quantitative Approaches,"* (Boston: Pearson Education, Inc, 2007), p. 287.

[18] Hardani et al., "*Metode Penelitian* ……….... p. 137.

interview is an activity in a meeting that makes contact with each other in seeking information from questions and answers within a certain scope.[19]

Furthermore, the interview is when the investigator follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews.[20] The researcher used the interview technique to make it easier for the researcher to collect data as answers to the problems studied and describe in-depth information from respondents or sources.

The various types of interviews that can be used in research are structured interviews, semi-structured interviews, and unstructured interviews. Structured interviews in the form of questions and alternative answers given to the interviewee have been determined beforehand.[21] In other words, structured interviews are used as a data collection technique if the researcher knows what information will be obtained. Therefore, in conducting structured interviews, researcher have prepared research instruments in the form of questions and alternative answers.[22] Semi-structured interviews are interviews conducted by the researcher by preparing questions for respondents or interviewees before conducting interviews. Semi-structured interviews are conducted more freely than structured interviews. Meanwhile, unstructured interviews are more informal interviews. In other words, unstructured interviews are conducted freely and do not ignore the interview guidelines in collecting research data. In an unstructured interview, questions about the subject's outlook

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[19] Wirata, "*Metodologi Penelitian: Lengkap Praktis dan Mudah dipahami*," (Yogyakarta: Pustaka Baru Press, 2014), p. 19.

[20] C.R. Kothari, "*Research Methodology Methods and Techniques*," Second Edition, (New Delhi: New Age International (P) Ltd, 2004), p. 17.

[21] S. Margono, "*Metodhologi Penelitian Pendidikan*," (Jakarta: PT. Rineka Cipta, 2004), p. 167.

[22] Umar Shidiq and Moh Miftachul Choiri, "*Metode Penelitian Kualitatif Di Bidang Pendidikan*," ed. Anwar Mujahidin, Edisi Pert, vol. 53 (Ponorogo: CV. Nata Karya, 2019), p. 63. http://repository.iainponorogo.ac.id/484/1/Metode Penelitian Kualitatif Di Bidang Pendidikan.pdf.

on life, attitudes, beliefs, or other information can be asked freely to the subject or respondent. Such interviews are flexible and are usually planned to suit the subject and the atmosphere in which the interview is being conducted.[23] Thus, the interview guide used is only an outline of the problems that will be asked to the interviewee.[24]

The researcher used semi-structured interviews in this research because they are organized and more open-ended to respondents. The researcher prepared several questions to be asked to the research subjects, in which the interviewee or respondent had more in-depth knowledge of the field situation. So that the researcher can collect the information needed to the maximum to support research data. For example, the researcher used semi-structured interviews to obtain information about how to implement teaching reading comprehension in recount text by using numbered heads together technique to the eighth-grade students of MTs Matholi'ul Huda Posono Gembong Pati.

3. Documentation

Documentation is a data collection technique not directly addressed to the research subject.[25] Data collection techniques with documentation, namely retrieval of data obtained through documents, can be in the form of photos, archives, and other essential works. Meanwhile, John W. Creswell emphasized that the collection of qualitative documents can be obtained from public documents (e.g., meeting minutes, formal reports, and lesson plans).[26] Thus, this documentation complements observation and interview

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[23] S. Margono, "*Metodhologi Penelitian* ………..…. p. 167.

[24] Sugiyono, "*Metode Penelitian* …………………... p. 140.

[25] Umar Shidiq and Moh Miftachul Choiri, "*Metode Penelitian Kualitatif Di Bidang Pendidikan*," ed. Anwar Mujahidin, Edisi Pert, vol. 53 (Ponorogo: CV. Nata Karya, 2019), p. 73. http://repository.iainponorogo.ac.id/484/1/Metode Penelitian Kualitatif Di Bidang Pendidikan.pdf.

[26] John W Creswell, "*Research Design Qualitative, Quantitative, and Mixed Methods Approaches*," Third Edit (United States of America: SAGE Publication, Inc., 2009), p. 181, https://www.worldcat.org/title/research-design-qualitative-quantitative-and-mixed-methods-approaches/oclc/269313109.

data.[27] This documentation technique is used as a support in research reports (Profile, vision and mission, lesson plans, and students' scores transcripts).

E. Research Data Validity

Validity is the degree of accuracy between data that occurs in research and data that the researcher can report. Thus, validity is not different between data reported by the researcher and data in the research object.

According to Sugiyono, there are two types of research validity, the first is internal validity, and the second is external validity. Internal validity is related to the degree of accuracy of the research design with the results achieved. While external validity is associated with the degree of accuracy of whether the research results can be generalized or applied to the population where the sample is taken.[28] In qualitative research, validity is an important key to an effective study. If a piece of research is invalid, then it isn't very worthy.[29]

In testing the validity of the data, qualitative research methods use different terms from quantitative research. Qualitative research can be done through a credibility test with the main objective to assess the facts of the study conducted. The credibility test includes an extension of the observation, where the researcher returns to the field to make observations on the data source as a form of checking the data. Triangulation contains data from various sources and various ways at different times. Negative case analysis means matching data different from the research data found. Finally, a member check is an effort to validate the data obtained by the researcher to respondents. A member check aims to find out how valid the data obtained is in accordance with what is given by the respondent.[30]

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[27] Hardani et al., "*Metode Penelitian* ………… p. 149-150.

[28] Sugiyono, "*Metode Penelitian* ……………... p. 267.

[29] Louis Cohen, Lawrence Manion, and Keith Morrison, "*Research Methods In Education*, *Research Methods in Education*," Sixth Edition (New York: Routledge, 2007), p. 133. https://doi.org/10.4324/9780203029053-23.

[30] Sugiyono, "*Metode Penelitian* …..………… p. 270-276.

There are several ways that researcher to find the data validity, they are:

1. Credibility test

The credibility test is a test of confidence in qualitative research data. Namely:[31]

a. Observation extension

Extension of observation means a single researcher in the research field, or it can be said that the researcher goes directly to the area and participates in research activities until data collection is achieved.

b. Increased persistence

Increasing persistence means making observations more carefully and continuously. In this way, the researcher will obtain certainty of data and the sequence of events in a definite and systematic manner to provide an accurate description of the data observed by the researcher.

c. Triangulation

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources of various data collection procedures. Triangulation in credibility testing is defined as checking data of multiple sources, ways and times. Thus, there is the triangulation of sources, triangulation of data collection techniques, and triangulation of time.[32]

1) Source triangulation

Source triangulation is performed to test the credibility of the data by checking the data that has been obtained through several sources. For example, to find out how to implement teaching reading comprehension using the numbered heads together technique in recount text to the eighth-grade students of MTs Matholi'ul Huda Posono Gembong Pati.

2) Triangulation technique

The triangulation technique to test data credibility is performed by checking the same source

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[31] Sugiyono, "*Metode Penelitian* ……………. p. 270-273.

[32] Sugiyono, "*Metode Penelitian* …………..….. p. 274.

with different techniques. In this research, the researcher used triangulation of sources and techniques to compare the results of observation data, interviews, and documentation related to the research focus.

3) Time triangulation

Time also often affects the data credibility. Therefore, testing the credibility of the data, it can be done by checking interviews, observations, or other techniques at different times.

d. Using reference materials

Reference material is the existence of support to prove the data obtained by the researcher.[33] For example, in this stage, when the researcher gets some data, such as interviews, the researcher uses supporting tools such as voice recorders and photographs to make the research report more reliable.

F. Data Analysis Technique

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials so that it can be easily understood and the findings can be informed to others. Data analysis is done using the data, interpreting it into units, arranging it into a pattern, selecting the most important parts to study and drawing conclusions from the research.

According to Sugiyono, data analysis in qualitative research is focused more during data collection in the field. Through the following steps, before the researcher in the area, the researcher analyzed the preliminary study data used to determine the research focus and the data analysis while in the area by selecting the interviewee or respondent, then collecting data from the interviewee and making a report.

Milles and Huberman, in his book Sugiyono suggest that the activity in data analysis is carried out interactively and take place continuously until complete data is obtained. The action in data analysis includes data reduction, data display and

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[33] Sugiyono, "*Metode Penelitian* ……………. p. 275.

conclusion drawing/verification.[34] Each of the stages was presented in the following:

1. Data Reduction

   Data reduction is a form of data analysis that summarizes the data to find the main points to eliminate unnecessary parts and search for patterns.[35] In other words, data reduction was a form of analysis that sharpens, sorts, focuses, discard, and organizes data. Furthermore, the data reduction or transforming process continues after fieldwork until a final report is completed.[36] Thus, the data provides clarity and facilitates understanding of the collected data.

2. Data Display

   After performing the data reduction, the researcher must display the data in the researcher's description. In qualitative research, data display can be done in brief reports, charts, relationships between categories, flowcharts, and the like.[37] All are designed to assemble organized information into an immediately accessible, compact form. The analysis can see what is happening and draw justified conclusions or move on to the next research step the display suggests may be useful.[38]

3. Conclusion Drawing/ Verification

   After the data reduction and data display, the final step is conclusion drawing/verification. If the researcher has analysed the research and all the data in the study is valid, the researcher can conclude their research.[39] In conducting the conclusion drawing, this study is used to determine how to implement teaching reading comprehension in recount text using the number heads together technique to the eighth-

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[34] Sugiyono, "*Metode Penelitian* ……………. p. 244-246.

[35] Sugiyono, "*Metode Penelitian* ……………. p. 277.

[36] Matthew B. Miles and A. Michael Huberman, "*An Expanded Sourcebook: Qualitative Data Analysis*," Second Edition (California: SAGE Publication, 1994), p. 10.

[37] Sugiyono, "*Metode Penelitian* ……………. p. 249.

[38] Matthew B. Miles and A. Michael Huberman, "*An Expanded* …………… p. 11.

[39] Sugiyono, "*Metode Penelitian* ……………. p. 252.

grade students of MTs Matholi'ul Huda Posono Gembong Pati.

G. Research Ethical Considerations

Ethical considerations are ways or rules of action. In addition, ethical considerations are made to describe a complex problem. In analyzing a problem, researchers have norms following research objectives, which from the existence of good norms will help researchers adjust activities in the field.[40] Therefore, ethical considerations are used by researchers to realize the public belief that researchers are in search of scientific truth, namely intending to advance science and generate innovations from the objects carried out. Furthermore, the researcher carries out activities within limits set by the parties concerned, such as those in power in the research object. Thus, ethical considerations, researchers to the responses, criticisms, and suggestions of people research processes and results. Researchers have equal opportunity and reciprocal treatment, mutual respect in conducting discussions, and exchanging experiences or objective scientific information.

In terms of ethical considerations, a researcher has four responsibilities in research, they are:
1. Ethical considerations of research processes that meet scientific standards.
2. Ethical considerations of research results that express science as the foundation of human welfare.
3. Ethical considerations to the scientific community that give recognition in science, which researchers are part of the improvement of human civilization.
4. Researchers must maintain the honour of institutions that support the implementation of research.[41]

Thus, it can be concluded that ethical issues are important issues that need to be considered by researchers in preparing research reports. Therefore, ethical considerations can

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[40] Nilesh B. Gajjar, "*Ethical Consideration in Research*," International Journal for Research in Education 2, no. 7 (2013), p. 8.

[41] Mufid, "*Strategi dan Pertimbangan Etis dalam Penulisan Proposal Penelitian Ilmu Perpustakaan dan Informasi*." Jurnal Penelitian Ilmu Perpustakaan dan Informasi 1, no. 2 (2017), p. 140.

anticipate problems that arise at all stages in the research process.