

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The research method is a scientific way to obtain data / information with specific purposes and uses.¹ The research method in principle tells the way for achieving goals. The method used in research varies and is not rigid and depends on the formal object of science, the objectives and types of data to be disclosed.² Research methods are all of the tools and procedures used to do research, whereas research methodology is the strategy used to completely address research problems.³

Qualitative research focuses on qualitative phenomena, such as those that are related to quality or diversity. Descriptive research is more difficult to analyze than quantitative data. Non-numerical data is examined in depth in qualitative research. It's more ethnographic or realistic in tone.⁴

From the definition above, research that used by writer is content analysis research. This study disclosed in reading task found in *Pathway to English* textbook for second grade students of senior high school. As a research method, the writer used library research. Library research is used to gather and collect information from written material that is required by a published writer.

B. Research Subject

The subject of this research is reading tasks provided in English textbook entitled “Pathway to English” for second grade students of senior high school published by Erlangga meet the kind of reading tasks based on Sally Burgess and Katie Head’s theory. The contributors to the script of this textbook were Theresia M. Sudarwati and Eudia Grace. The reviewers of this textbook were E. Tiyas Utami

¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), 1.

² Hardani, et.al, *Metode Penelitian Kualitatif & Kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu Grup, 2020), 243.

³ Shanti Bhushan Mishra and Shashi Alok, *Handbook of Research Methodology: A Compendium for Scholars & Researchers*, (New Delhi: Educreation Publishing, 2017), 1.

⁴ Shanti Bhushan Mishra and Shashi Alok, *Handbook of Research Methodology: A Compendium for Scholars & Researchers*, (New Delhi: Educreation Publishing, 2017), 3.

and Dwi Wahyu Priyanto. Publishing supervisor of this textbook were Erlangga. This textbook published in the year 2017. This textbook has 10 units. Then, the writer collected and analyzed the reading tasks from the textbook meet the criteria of reading task suggested by Sally Burgess and Katie Head's theory.

C. Instruments and Data Collection Technique

The instrument of this research is document. In collecting data, the writer used documentation study. Data collection technique through documentation means assisting researchers in collecting data or information by reading letters, announcements, meeting summaries, written statements of certain policies and other written materials.⁵

In this research, the method of documentation is done to the tasks contained in English textbook entitled "Pathway to English" for second grade students of senior high school, which is analyzed based on the reading tasks as suggested by Sally Burgess and Katie Head. To do this, the writer will do as follows:

1. Reading

Reading the Pathway to English textbook for senior high school second grade students is the first stage in the data gathering method. The writer went through all of the material and activities in the textbook to determine which tasks should be deemed data. Only reading tasks in the textbook are the data.

2. Identifying

The writer determined the categories of task according to Sally Burgess and Katie Head when reading the task. The next step is to create a checklist. If variables are desired, the writer place a check or tally in the relevant spot.

D. Research Data Validity

Valid data is data that does not differ between data reported by researchers and data that actually occurs in the object of research. If the researcher makes a report that is not in accordance with what happened to the object, then the data can be declared as invalid.⁶ Examination of the validity of the data is basically, in addition to being used to refute the accusations against qualitative research that says it is unscientific, it is also an inseparable element of the body of

⁵ Jonathan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), 225.

⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), 363.

knowledge of qualitative research.⁷ Validity tests in qualitative research include credibility, transferability, dependability, and confirmability tests.⁸ In this study, the writer used confirmability criteria because of the features.

Confirmability test means testing the research results, associated with the process carried out. If the research results are a function of the research process carried out, then the research has met the confirmability standard.⁹

E. Data Analysis Technique

The writer applied content analysis as a data analysis approach. One of the most frequently utilized qualitative research methodologies is content analysis. The term "analysis" refers to the computation of specific measurements as well as the search for patterns of association between data sets.¹⁰

Data analysis is the process of searching and compiling systematic data obtained from interviews, notes fieldwork, and documentation, by organizing data into categories, break down into units, synthesize, arrange into a pattern, choosing what is important and what will be learned, and make conclusions so that they are easily understood by yourself or others.¹¹

In analyzing data, the writer took only some steps of content analysis as below:

1. Selecting

The writer reads *Pathway to English* textbook and then selects which task could be considered as the reading task in every unit of the textbook.

2. Categorizing

After selecting the reading task, then categorized into some aspects of reading task that used to analyze the data. The writer preferred to analyze the reading task only, so that the writer used Sally Burgess and Katie Head's theory about kinds of reading task.

⁷ Umar Sidiq and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, (Ponorogo: CV. Nata Karya, 2019), 89.

⁸ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), 366.

⁹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), 378.

¹⁰ C. R. Kothari, *Research Methodology: Methods and Techniques*, (New Delhi: New Age International Publisher, 2004), 122.

¹¹ Hardani, et.al, *Metode Penelitian Kualitatif & Kuantitatif*, (Yogyakarta: CV.Pustaka Ilmu Grup, 2020), 162.

Kinds of reading task according to Sally Burgess and Katie Head are:

- a. Multiple Choice
 - b. True or False
 - c. Matching
 - d. Gapped Texts
 - e. Proofreading
3. Analyzing

After categorizing the reading tasks in *Pathway to English* textbook, the writer analyzed them by using Sally Burgess and Katie Head's theory.

