CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

This research used a qualitative research. Qualitative research seeks to observe behavior, build abstractions, concepts, hypotheses, or build theories. Qualitative research is research that is descriptive and analytical in nature. In qualitative research, descriptive refers to describing in detail the occurrences, events, and social contexts under observation. To analyze research data is to interpret, determine, and compare it. Qualitative research is research in which the researcher does not use numbers in collecting data and providing interpretation of the results. Lexy J. Moleong (2009) in his book, qualitative research methods presented several opinions of experts. Furthermore, he stated that qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions, etc., holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods. Woods (1999) said that the main characteristics of qualitative research are reflected in natural situations, emphasizing the search for meaning, perspective and understanding, emphasis on process, attention to inductive analysis and grounded theory. Finding and comprehending some of the difficulties students encounter during the teaching and learning process is the overall purpose of the research questions in this study. Thus, this is why the researcher chooses qualitative research for the research design.

3.2 Research Site and Subjects

The subject of this research was students from the English Study program FKIP, Universitas Jambi. The researcher focused on the third semester English learners in English Study Program which is the second-year academic year 2022/2023 students to get their responses as English students in this research since in this semester they are already studying reading courses in their class which also the reason behind why the research choose them. Some the third semester students have participated in filling out the questionnaire that the researcher distributed.

3.3 Population and Sample

3.3.1 Population

According to Shukla (2020) the term population is any collection or group to which research findings must be applied. All units that display the characteristics of the variable under study are considered to be part of the population, and thus allows for generalization of the findings. The population in this research was second year student from the English Study Program FKIP Universitas Jambi.

3.3.2 Sample

According to Shukla (2020) the sample is a representative part of the whole, in the sense that the selected population unit must reflect all types of different characteristics of all population units. In this research, the research will use purposive sampling techniques to select the sample. Researcher took samples from all classes at the second-year students. With the following details, there are 5 classes. Out of the 5 classes, only two classes that are giving their consent to participate to this research which is r-002 and r-003. The researcher choose 22 students that already have reading courses in those class that willing to participate in filling out the questionnaire that the researcher distributed.

3.4 The Instrument of Research

In this research, the researcher will use questionnaire and structured interview to collecting data.

1. Questionnaire

As stated by Creswell (2012) the questionnaire is a list of written questions to which respondents reply and record their replies. When responding to questionnaire questions, the respondent reads first and then interprets the response based on what the respondent expects. Furthermore, Kumar (2011) states that a questionnaire is a series of questions designed to elicit information from respondents. Questionnaires play a significant impact in the data collecting process, influencing the quality of the resultant data. The researcher will adapted the questionnaire from Le, H. V. *et al* (2024).

2. Structured Interview

According to Creswell (2012) categorizes several types of interviews as follows; 1) one-on-one interview, 2) focus on group interview, 3) telephone interview, 4) electronic E-mail interview. From the four types of interviews, the researcher was one-on-one interview. In a one-on-one interview, a researcher meets with one participant at a time asking questions. Interviews of this kind are used to get qualitative data from participants regarding their thoughts, belief, or experiences. The researcher were adapt the interview prompt from Veliz (2021)

3.5 Technique of Data Collection

Data collection technique in qualitative research is as follows:

1. Preparation

The researcher prepares a research instrument in the form of a questionnaire and   the questions for structured interview. After that, the researcher asks for research permit application letter from Universitas Jambi and a research permit application letter in English Study Program to conducting the research.

2. Interview

Interviews were conducted to know how to complete the data and efforts to obtain data accurate and appropriate data sources. In this research, the researcher interviewed second-year students from the English Study Program FKIP Universitas Jambi.

3. Conclusion stage

At the conclusion stage, the researcher explains and interprets the data that has been analyzed which then can be concluded on the research questions that have been made by the researcher.

3.6 Validity and Reliability

The researcher in conducting the research was used a method triangulation. The reason why the researcher choose this because in qualitative research, triangulation is the method of using several techniques or data sources to create a thorough understanding of a phenomenon (Patton, 1999). Another way to think of triangulation as a qualitative research technique is as the convergence of information from several sources to test validity and reliability. To verify the information, researcher use structured interview and questionnaire adapted by Veliz (2021) and

Le, H. (2024). In addition, researchers can verify the reliability of the data by asking several questions to some student that willing to be participant in this research in Universitas Jambi. It is hoped that by using various perspectives or views, the result are almost accurate would be reached.

3.7 The Data Analysis Technique

After collecting the data, the next step is to analyze the data. There are several steps taken by the researcher in analyzing the data, the first step is to analyze the data based on the questionnaire of each student by the given information what the difficulties they usually encounter when they read critically in the teaching learning process in the reading courses. As explained in the questionnaire instrument, that there are 19 questions, 18 multiple choices and one open-ended question. Each questions refers to what kind of difficulties they usually find when they read. From the participants' answers, the researcher moved the data from Google form to Microsoft Excel 2013 to make it easier to read the data. After that, write down the total number of critical readings difficulties and the highest number of choices from the 18 questions is that the most critical reading's difficulties the student usually encounter in the reading courses.

After knowing critical reading's difficulties of each student, the next step is to find the result and display the percentage of the critical reading's difficulties. Then, the researcher enters the data of each student totaling 22 students and the results are in the form of chart and percentage and make a conclusion about it.

3.8 Research procedure

There are several steps research procedure that researcher follows:
1. Investigate the problem and gain a fully understanding of a phenomenon.
2. Reviewing the literature.
3. Using the experiences of research participants to determine the main objectives and research question.
4. Choose respondent based on the needs of the research and obtain their consent.
5. Use text analysis to analyze the data and interpret the findings' overall meaning to ascertain the data's description and theme.
6. Include reflexivity and subjectivity in the results while keeping to flexible, organized, and evaluative guidelines