

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter provides the information concerning the methodology used in this research based on problems and background mentioned in the previous chapters.

#### **3.1 Research Method**

Qualitative research is the type of research people use to gain insight into a problem, issue or theory. Qualitative study is used to study research problems requiring a detail understanding of a central phenomenon (Creswell, 2008). In addition, qualitative research method is agreed that the most appropriate approach.

#### **3.2 Design of the Research**

In this research, the researcher will use qualitative research with a case study approach. The objective of this research is to get deeper information about how the problem of students' reading ability in English learning process. In response to the objectives of this research, qualitative research with case study approach is used. "Conducting qualitative research means that researcher wants to empower individual to share stories, voices and diminish the power relationship that often exist between researcher and participant" (Creswell, 2007).

Case study design is a type of research approach that will use when one wants to get information on the current status of a person or an object. It will use to describe what is in existence in respect to conditions or variables that are finding in a give situation.

#### **3.3 Research Sites and Access**

The research site for this case study was a state in Junior High School N 1 in Batanghari. This state of Junior High School has four classes in eighth classes there were VIII1, VIII2, VIII3 and VIII4. Besides to get the access of this research, the researcher got the permission from the headmaster to do the research in Junior High School N 1 in Batanghari, class guardian and from teachers who teach in Junior High School N 1 in this school on August 6<sup>th</sup> and 7<sup>th</sup> 2018.

### **3.4 Sampling Procedures and Participants**

In this research, the research subjects were the students of eighth grades at Junior High School N 1 Batanghari. From all the students, researcher taken the peoples which are deemed to know the issues to be examine in this research coming from students' ability backgrounds or different value, so that the subject is heterogeneous.

The researcher took samples that researchers were purposive sampling. Purposive sampling is a non-random sampling technique in which the researcher solicits person with specific characteristics to participate in a research study Johnson & Christensen (2008, as cited in Sarah 2014). Purposive sampling is considered as the most suitable sampling procedure in this research. The using purposive sampling is to get the rich information from selecting subject. The participants of this research were the students that have low value in reading narrative text and never follow the English courses.

Actually there were four classes involved in this research was VIII1, VIII2, VIII3, and VIII4. But the researcher took the participants from class VIII3 and VIII4 can involve because in other class were have high score in English lesson. There was no exact number of data for qualitative research. Polkinghorne (1989, as cite in Creswell 2007) which suggested that the purposive sampling should provide rich and varied insights into phenomenon and the quantity for

the samples were from 5 to 25 people. “When enough participants are obtained, the researcher doesn’t ask anyone else to participate” (Johnson & Christensen, 2008).

### **3.5 Research Instruments**

There were three instruments used in this research. The instruments were demographic questionnaire, interview and documentation. The demographic questionnaire is to ask about participants’ personality. The instrument of interview for the students is written in English. Documentation is intended to complement the data from the interviews. It consists of four parts which aimed to explore students’ problem in reading narrative text. The four parts include (1) how the students’ opinion about studying, (2) how students’ reading narrative text, (3) students’ problem in reading narrative text and (4) when students read the narrative text

### **3.6 Data Collection of the Research**

In this research the researcher first used demographic questionnaire to know about the participant. Then the data was taken from the interview of students. The researcher employ personal interview. Personal interview was conducted to gain data from the participants, twelve students.

#### **3.6.1 Demographic Questionnaire**

Demographic questionnaire was use in this research by the researcher to get general data from participants. As suggested by Johnson and Christensen (2008, as cited in Sarah 2014), a questionnaire is self report that each participants to fill out as data collection instruments. The researcher gave the demographic questionnaire to each participant. In this section, the researcher

asked about participant personality and then allowing the participant to skip any questions that they do not like to answer. The researcher gave the demographic questionnaire to the students. The students are writing the demographic questionnaire about 2 until 3 minutes.

### **3.6.2 Interview**

Before do the interview, the researcher does the observation. The researcher observed all the data collected both main data and supporting data. Burns (2010, as cited in Adnyana 2014) state that observation concerns with analyzing and synthesizing your data and making sense of the various types of information you have collected. The purpose of doing observation is in order to see whether there are a significant improvement or not toward the subjects in reading narrative text. The researcher would know the problems of the students at reading in narrative text.

Interview was used in this research. De Vos, Strydom, Fouche and Delpont, (2005) stated that, the researcher can use semi-structured interviews in order to gain a detailed picture of the participants' belief, perceptions, or accounts of a particular topic. A semi structured interview appears appropriate for this research. The semi structure interview will use in order to get deepness data. An open-ended question is designed in this research to encourage a full, meaningful answer using the subject's own knowledge and/or feelings.

One-on-one interviews were used in this research. The one-on-one interview is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time. In a qualitative project, you may use several one-on-one interviews. One-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can share ideas comfortably (Cresswell, 2007).

The interview for the students used Indonesian and Jambi language (the first language of

students and researcher) as an attempt to let the participants feel free to sound their opinion without language barrier. Then the result of the interview was being translated into English. The researcher did interviewed about 10-30 minutes or depended on the participants and the researcher used recording tool (video) to record the conversation between the researcher and the students while collected the data through interviewed was being carry out. The researcher did the interview at the library room and the classroom.

### **3.7 Trustworthiness**

Trustworthiness of the analysis refers to the quality of data analysis. To establish trustworthiness of this research, the researcher will be used strategy proposed by (Creswell, 2007) is member-checking. The use of member-checking is to increase credibility of research findings and explanations which stated by Lincoln and Guba cited in Creswell (2007) as “the most critical technique for establishing credibility”. In member checking, the researcher delivers the transcript and also data interpretation to the participants to verify the data accuracy.

To increase the trustworthiness of the finding, the researcher collected the data, by using interview. An open-ended question was design in this research, the researcher used interview to get deepest information.

### **3.8 Research’s Bias**

Researcher bias tends to result from selective information of personal views and perspectives to affect how data are interpreted and how the research is conducted (Johnson and Christensen, 2008, as cited in Sarah 2014). In this research, researcher acknowledge that his

motivation to conduct this research come from his personal interest to know about the problems of students' reading in narrative text in learning English in Junior High School N 1 in Batanghari.

The researcher realizes that his belief is not allows and assumptions influence the interview process. In the interview process, researcher lets the participant to be free to telling, to share their problem in reading ability to increase the English learning process.

### **3.9 Technique of Data Analysis**

In the process of analyzing data, demographic questionnaire was analyzed descriptively. In the process of interview the recording tool is used by researcher. After that, the researcher transcribed the data and put the data into computer. Johnson and Christensen (2008) proposed that researcher should put the original data into safekeeping place after transcribing the data. The interview was analyzed in three steps. As Creswell (2007) provided data analysis in qualitative research. It consists of preparing and organizing the data, reducing data into theme through a process of coding and finally representing the data. The interview data will be transcribed into text data as in transcript. It makes the researcher easy to copy and pastes a word, a phrase, a sentence, or a paragraph.

The processes of analyzing the interview result, the researcher was used within case and cross case displays and analyses as suggested by Miles and Huberman (1994, as cited in Mukminin, 2012). Further, the transcription of interview put into categorizing or called coding process. Johnson and Christensen (2008, as cited in Sarah 2014) state that, "Coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories". The purpose of this stage was to build the theme and sub-themes under the research question. Based on the previous research, research questions, and the question and topic from interview the

researcher could develop the codes. The function of the codes was to lead the researcher developed themes or categories by using the participants' words or themes and participants' statements that fixed the core meaning of experience in this study (Mukminin, 2012). The themes and sub-themes emerged from the process of within case and cross cases. From the process of within and cross case there were four theme obtained. The researcher will read carefully the data to make sure that the data was valid.

Finally, the detail of experience from participants' words, descriptions, and thoughts are analyzed and interpreted to present the meaning of experience. "This process is essential so that they are meaningful and interrelated to each among categories or themes" (Mukminin, 2012). The interpreting data done for only the potential information that related to the case. The purpose of this stage was developing a detailed analysis of the case