

## CHAPTER III

### METHODOLOGY

This chapter consists of research design, setting, and context, participants, instrument of the study, the technique of data collection and technique of data analysis.


#### 3.1 Research Design

This study used the qualitative method as the method in conducting this research. It was intended to obtain information on teaching reading comprehension. The researcher want to analyze the teachers' strategy in teaching students' reading comprehension at one of the state Islamic senior high school in Kendari who has difficulty understanding reading during the learning process. This study is qualitative with interview used to do the research. Gay, Mills, and Arasian (2006) said that qualitative methodology allows the researcher to focus on perception, behaviors, and experiences. This study collects information about strategies used for teaching reading comprehension. Data was gathered on the existing conditions and the methods and techniques used by the teachers for teaching reading comprehension there.

#### 3.2 Setting and Context

This research was conducted at the second grade in one of the state Islamic senior high schools in Kendari. The participants are English teachers who taught at the class. In teaching, the teachers use various strategies. In reading learning

process, the teacher must be creative in teaching material to students. They using variety of strategies in teaching, strategies are chosen based on the material to help students understand the material easily. The use of models, media, and games is carried out to motivate students to learn reading comprehension. However, seeing the current conditions the learning process is carried out online, it is difficult for teachers to communicate because there are factors that affect such as bad networks. In delivering material (online) sometimes the discussion likes to be repeated. Besides, online learning reduces students' motivation in learning reading because the material delivered is only sent via whatsapp. Therefore, online learning can make teaching and learning process ineffective.



After waiting for a few days from the school to get research directions for the two teachers in one of the state Islamic senior high school in Kendari, finally researcher called the teacher via whatsapp to get research approval. From the two teachers, the researcher did the research process differently that is face to face and online. In the direct interview process, researcher encountered a few obstacles, namely the teacher that the researcher interview received information that would teach online at that time, but the teacher continues the interview process that had been going on. From the interview results, often uses strategies in teaching reading, namely dividing groups so that all students are active in the learning process. Therefore, during the learning process, teacher gave students a text, and asked each group to read together and understand the text, and then the teacher asked them questions about the text. However, there are also some students who find it difficult to understand the text and feel bored when learning reading. Besides, the

teacher asking each student to write vocabulary that he thinks is difficult then asking students to memorize it, and dividing groups and then discussing the given text. After conducting the discussion, the teacher asked representatives from each group to explain the topics they got from the text.

Then in online research, the teacher encountered various obstacles so the teacher late in answering the questions researcher gave. The teacher always uses game strategies when teaching reading, because according to him games can make students active and easy to understand a given material. For example, a game to guess the meaning of vocabulary without looking at a dictionary, then students will compete to answer the vocabulary given, after students answer, the teacher guides students to translate the vocabulary.

### 3.3 Participants

The participants of this study about two English teachers who teach in second grade. Namely SM and RI, RI is the first teacher and teach in class XI IPA I. While SM is the second teacher who teaches in class XI IPA II. The two English teachers were chosen because in teaching reading they have different strategies in teaching, namely the first teacher uses a teaching strategy using the lesson plan that has been made. While the second teacher uses teaching strategies based on their desires or when the classroom condition is very noisy. The researcher chose the two teachers since they had differences strategies in teaching so it was very interesting to study.

### 3.4 Teachers' Profile

#### 3.4.1 English Teacher 1 (RI)

She is one of the teachers currently teaching at one of the state Islamic senior high school in Kendari. At this time she teaches class XI IPA 1. She started teaching English starting from at MTsN 4 Muna until 2008. After that she moved to MA DDI Labibia Kendari in October 2008 until 2009. In December 2019 she was assigned to one of the state Islamic senior high school in Kendari until now. Before I did my research in one of the state Islamic senior high school in Kendari, first I asked my friend who had an internship at the school about how to teach English teachers in one of the state Islamic senior high school in Kendari. Before doing the research, first I submitted a research letter to the principal of the state Islamic senior high school in Kendari through the management at the school because the principal was out of town.

After several days of waiting for a decision from the school I got a message from the administration of the state Islamic senior high school in Kendari to conduct research on two English teachers namely RI and SM, and asked me to contact the two teachers. I immediately contacted the teacher via WhatsApp but I got answer the next day with their answers ready for my interview. The teacher asked me to do a face-to-face interview, namely by meeting him at school when the lesson ended. Finally, on August 26, 2020 I conducted a direct interview with Indonesian teachers. From the interview results, currently RI teaches 8 classes, one of which is XI IPA 1, in offline teaching the teaching duration is 45 minutes, sometimes up to 50 minutes. Because currently we cannot teach directly due to

covid-19, therefore currently RI teaches online, for the duration of teaching online classes it is uncertain because sometimes it only sends files via WhatsApp. In the offline or online teaching and learning process, RI continues to adapt to the material from the lesson plans, but sometimes takes it from other books or the internet but still in accordance with KD, this is done if RI uses additional material other than textbooks.

However, when teaching reading the obstacle that RI often faces is the lack of vocabulary owned by students making it difficult to understand the text given. Therefore, RI often uses strategies in teaching reading, namely dividing groups so that all students are active in the learning process. Therefore, during the learning process, RI gave students a text, and asked each group to read together and understand the text, and then RI asked them questions about the text. However, there are also some students who find it difficult to understand the text and feel bored when learning reading. So RI has a special strategy, namely asking each student to write vocabulary that he thinks is difficult then asking students to memorize it, and dividing groups and then discussing the given text. After conducting the discussion, RI asked representatives from each group to explain the topics they got from the text. In addition, at the end of each lesson RI always provides some vocabulary that they rarely listen to or use in everyday life and ask students to memorize the vocabulary and then ask questions related to the vocabulary that has been given.

### 3.4.2 English Teacher 2 (SM)

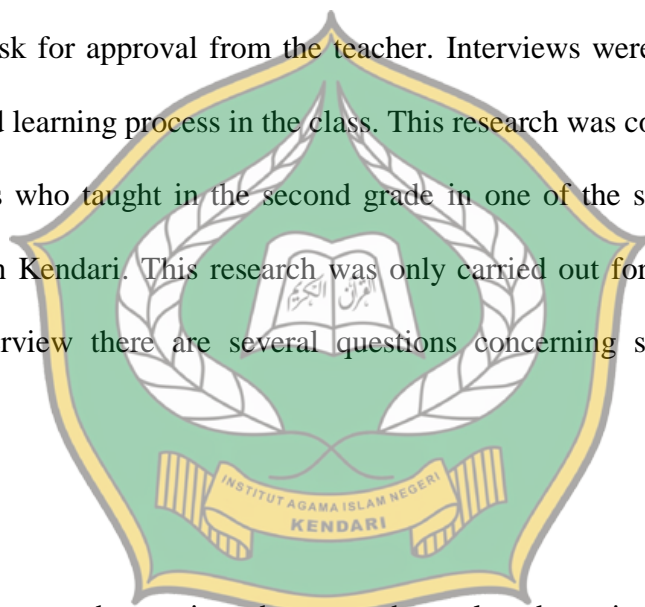
SM started teaching at one of the state Islamic senior high school in Kendari from 1993 until now. SM is also a recommendation from the administration of the state Islamic senior high school in Kendari for me to examine. On August 25 2020 at 10.00 SM asked me to do an online interview due to covid-19 which required me to keep my distance, when I sent my research questionnaire it turned out that SM couldn't answer on time and asked me to wait. On August 30 2021, SM sent an answer to the question I gave, that currently SM teaches 7 classes, one of which is XI IPA 2. In teaching reading the duration is 1 lesson hour 45 minutes.

However, due to the pandemic that requires teachers to teach online, the duration of teaching is 30 minutes for one hour of lessons and still adapts the material to the lesson plans but sometimes also takes from other sources such as from the internet. However, when asking students to read in the text, students did not understand the given text because of the lack of vocabulary they had. Therefore, SM uses a calculative vocabulary strategy such as a game which is to give some vocabulary and ask students to translate the vocabulary, and then guide students to understand the key words in the text, with difficult words in the text that's what the game is made of. However, students often feel bored in learning reading. Therefore SM always uses game strategies when teaching reading, because according to him games can make students active and easy to understand a given material. For example, a game to guess the meaning of vocabulary without looking at a dictionary, then students will compete to answer the vocabulary given,

after students answer, the teacher guides students to translate the vocabulary. According to SM, this strategy can help students when learning reading, because their vocabulary will always increase so that it is easier to understand the text.

### **3.5 Data Collection and Procedure**

In this research, there is only one way to collect data for the present study. The researcher interviewed the English teachers. Before conducting an interview, first the researcher ask for approval from the teacher. Interviews were conducted after the teaching and learning process in the class. This research was conducted on two English teachers who taught in the second grade in one of the state Islamic senior high school in Kendari. This research was only carried out for two times, question in the interview there are several questions concerning strategies in teaching reading.



### **3.6 Instrument**

Based on the research question, the research employed one instrument for gathering data. The instrument used in the research is interview. The research chooses only one instrument since the questions in the instrument already cover all question related to the data to be taken.

#### **3.6.1 Interview**

The methodology of this instrument adapted from the research Aidil's (2014) study, said that from the result of this research, the teacher chooses the most appropriate strategy that help students understand text well. The result of this



research is based on the material, indicator, and learning objectives based on the syllabus and curriculum. Selection of the most appropriate strategy can help students understand the text well. The use of these strategies because students have difficulty understands the text. Without using the right strategy, learning objectives cannot be achieved easily. The research used ten number interviews about strategic teaching implement, in this interview the researcher explored about the teacher's strategy in teaching and how to implement it in the classroom. Therefore, the interview guide was prepared to get data about the preparations made by the teachers for teaching the strategies implemented in English teaching reading comprehension.

### **3.7 Technique of Data Analysis**

After collecting the data, the researcher analyzed the data based on interview. Maulizan (2014) said that the data analysis in a qualitative study can be started before all the data has finally been collected, a little at a time, slowly and steadily. Data analysis was being done in writing and answering question that have been provided by the researcher. In analyzing the data, it uses steps proposed by Jamil (2010).

The first step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data (Creswell, 2012). In this stage, the researcher gets the data from interview with the teacher. The result interview shows how the teacher used the strategies in teaching reading



comprehension. In this step, the irrelevant data is reduced and the needed data is included.

After data reducing the next step in analyzing data is data display. It is process of displaying data in the form of table or essay so what I get more understandable. It benefits to help the researcher in understanding the data, in displaying data. The researcher describes data that have been reduced into sentence form.

In this last step data analysis that is drawing conclusion. Here, the researcher begins to see what the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and make connection among the categories. Finally, the researcher can get the result and conclusion of the research.

In the interview, the researcher collects the data through interview. The interview adapted from the research by Harida and Eka (2016) namely teach for comprehension. Instead of asking the students comprehension questions after reading a passage, a teacher can model with the class how comprehension is reached. The class read together and discusses how they understand what is written. In this connection, then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. After selecting the data, the researcher displays those data into good sentences. After displaying data, the conclusion is drawn.