

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the methodology of the study as follows: research design, setting and context, participant, research procedure, instruments of the study and data collection.

#### 3.1 Research Design

The design of the study is descriptive qualitative method. Lincoln (2000) claim that qualitative research involves an interpretive and naturalistic approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them” . Kriyantono (2006) states that qualitative research aims to explain phenomena profoundly through deep data collection.

This study designed by using qualitative method and collect data with using teaching observation, student reflection and documentation. From the data collected will be analyzed using qualitative methods and see whether the student perception to words pre-reading strategy can affect the ability of class XI MIA II students in english class.

### **3.2 Setting and Context**

This researches will undertaken in XI MIA II at MAN 1 Konawe selatan. The total of the students in the class are 18 students consisting of 13 female and 5 male

English lessons are compulsory subjects in class XI MIA I. However, some students still find it difficult to master some of the skills in English language learning, one of Reading. They are still confused about how to convey the information or ideas provided. this is also caused by meeting English only once a week. Compared to other classes, class XI MIA II is less participating in English subjects. So that, their ability to read is less developed.

### **3.3 Data Collection and Procedure**

Data collection was carried out using two instruments: observation and student reflection. The researcher used student reflection to support the course of the research and collected data to monitor student activities in class and was also given reflection to students to see how students' attitudes towards the application of the pre-reading method in learning English.

The first step that researchers took before teaching was to ask permission from the English teacher to teach in the classroom. In addition, researchers asked other researchers for help to record learning activities. The purpose of the researcher teaching in the classroom is to determine the reaction of students when given the subject matter using the pre-reading strategy method. After that,

the researcher observed how students responded to the learning methods presented through students' reflections at the first and second meetings.

### **3.4 Instrumentation**

The data for the study were collected using one instrument Reflection. Reflection referred to students' assessments toward what they have experienced during the use pre-reading in teaching process. Reflection here was regarded as cognitive process that can help students understand from their learning experiences. In this, student thinking back about the course of learning processes, then they would answer some questions based on the reflection that was prepared by researcher.

### **3.5 Data Analysis**

In analyzing the data, this study uses the steps proposed by Creswell, namely: (1) collecting data, (2) preparing data for analysis, (3) reading data, (4) coding data, (5) coding data. text for the theme and description.

The first step was to collect data through observation to find out how students' attitudes towards the pre-reading method and to spread reflections to students. Second, the researcher prepares the data that has been collected from observation and reflection for later researchers to analyze. Third, the researcher analyzed the data from the reflections given to the students and then sorted the answers from the students.