

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, the researcher discuss about the methodology of the study. Some materials are included as the methodology of the study. Those discussed materials are stated as the following: research design, research setting, participant, data, technique of data collection and data analysis.

#### **A. Research Design**

The type of this research was descriptive qualitative research. According to Miles, et al. (2014) qualitative research is carried out through intense and prolonged contact with life situations. These situations are usually normal, reflecting the daily lives of individuals, groups, communities and organizations. This research was focused on strategies used by students in coping with reading academic text and what are the problems students have in coping with reading of English Teacher Education Department Students in Academic Year 2020-2021.

The data collection was carried out by conducted questionnaires and interviews with 81 students majoring in English for the first semester. Then analyzed based on the analysis of (Miles, Huberman, & Saldana, 2014) , namely data condensation, data presentation and drawing conclusions and verification. Data were analyzed and presented in the form of

descriptions. Data that shows the results always, usually, seldom, and never. Then the conclusion of the data was analyzed inductively-qualitatively.

## **B. Research Setting**

The research was conducted in English Department of Tarbiyah and Teachers' Training Faculty at UIN Antasari Banjarmasin that located on Jl. A.Yani km 4, 5 Banjarmasin, South Kalimantan. This university is one of universities in South Kalimantan which has English Department and in this department there is reading subject. This research started from 2<sup>nd</sup> of February 2021 – 2<sup>nd</sup> of April 2021.

## **C. Participants / Subject**

The number of the students who involved as the subjects of this study was 81 students from the first semester in academic year 2020-2021 of English teacher department students because first semester students were new to campus and still adapting to learn reading at the university level, therefore the researchers chose first semester students.

They were classified into three classes and were involved in reading subject. According to Arikunto (2002), if the number of respondents is less than 100, samples are taken all so that the research is a population study, so the researcher took all 81 students from classes A, B dan C.

## **D. Data**

The data in this research was strategy used by the students in coping with reading academic text and problems students have in coping with reading academic text. Furthermore, the data was collected from questionnaire and interview.

## **E. Technique of Data Collection**

Data collection procedure are ways that are done for obtain data and information needed in research. Techniques of data collection used by the researcher in this study were:

### **1. Questionnaire**

Questionnaire is data collection techniques that are carried out by giving a set of questions or written statements to respondents to be answered (Sugiyono, 2015). The questionnaire in this research was adapted from Ozek and Civelek (2006) for the cognitive strategy, Oxford R. (1990) for compesation strategy and socio strategy, and Mokhtari and Reichard (2002) for metacognitive strategy, then extended with the researcher's own words.

The scale used is a scale Likert, Likert scale is used to measure attitudes, opinions, and a person's perception or group of people about social phenomena. Likert scale used a 5 poin Likert type scale ranging

from 1 (never or almost never true of me) to 5 (always or almost always true of me). With a Likert scale, the variables to be measured are translated into variable indicator. Then the indicator is used as a point reject to arrange instrument (Oxford R, 1990).

There were three sections of questions for the questionnaire, the first section was introductory questions, the second section was 12 questions to gain the data for students strategies in coping with reading academic text and the last section was 3 questions to gain the data for the students problem have in coping with reading. The questionnaire was given through google form link that sent via whatsapp to 81 students from first semester UIN Antasari Banjarmasin. The results were received in researcher's account and supported by the interview.

## 2. Interview

Interview technique was conducted to gain deep answers from the participants. Creswell (2009) classify the interview into four types, they are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

To get detailed information, the researcher added data collection using interviews with students, because the number of participants was only 81 people from three classes and researcher feel that it is enough to answer used questionnaire, so the researcher only took 10% of the 81 people and the participants in this interview were 9 students from the

three classes, all interviews were recorded with a voice recorder and transcribed into interview transcripts.

## **F. Data Analysis**

The analysis of this research used descriptive qualitative based on (Miles, Huberman, & Saldana, 2014) by data condensation, data display, drawing and verifying conclusions. Data analysis is conducted as follows:

### **1. Data condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger (Miles, Huberman, & Saldana, 2014).

In data condensation, the researcher reduced information during the research activities if data was unimportant or did not support students strategies in coping with reading academic text and students problem have in coping with reading. The data of questionnaires was counted by using the pattern and arranged to make easy the data display. Moreover, the results of interview was transcribed in written form and summarized by separating main things relating to research problems. The data that did not support the students strategies in coping with reading academic text and students problem have in coping with reading were reduced.

## 2. Data display

A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles, Huberman, & Saldana, 2014). In this step, the researcher organized and displayed the data of students' strategies gathered using questionnaires and in-depth interview logically-systematically. The data from questionnaire was presented in table form and explained in descriptive text. Moreover, the results of interview were explained systematically according to the research questions. The results of questionnaires and interview were linked and connected each other. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion.

## 3. Conclusion and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand (Miles, Huberman, & Saldana, 2014). Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions. In this step, after conducted data condensation and data display, the researcher drew conclusion and verification. It started from data collection until data analysis by taking the points that refer to formulation of research

problem. After drawing the conclusion, the next is verification by back to the field notes, with argumentation and review.