

CHAPTER III

RESEARCH METHOD

This chapter contains the researcher's discussion of the study's methodology. As part of the study's method, some materials are included. The items presented are as follows: research design, research setting, population and sample, data, technique of data collection, and data analysis.

A. Research Design

In this study, the researcher employed descriptive qualitative research to gain information on how students use and perceive the critical literacy approach in reading comprehension at English Department of UIN Antasari Banjarmasin. The qualitative method is identified by a number of features, including the following: the investigation of a problem, the formation of an in-depth comprehension of a phenomenon, the collection of data based on words, the analysis of the data for description, and the interpretation of the more significant meaning of the findings (Creswell, 2012).

Furthermore, this research focused on descriptive approach in form of observation and interview as the data collection technique. According to Creswell (2012, p. 274), the descriptive approach uses rich description of situations and people to carry the narration. A "day in the life" of a person could be presented through this type of research.

B. Research Setting

The study was conducted in English Department of Tarbiyah and Teachers' Training Faculty at UIN Antasari Banjarmasin, located on Jl. A. Yani km 4, 5. In English Department of UIN Antasari Banjarmasin four courses taught for developing reading comprehension and one of the method used often is critical literacy approach. For the first semester Intensive Reading I, Intensive Reading II in second semester, Intensive Reading III in third semester, and Extensive Reading in fifth semester. For these reason, the researcher would like to conduct the research about how students use critical literacy approach in reading comprehension and to investigate the students' perceived using critical literacy approach in reading comprehension were implemented in reading class.

C. Participants

The procedure of choosing participants in a study is crucial to performing the study successfully. The participants of the study were chosen based on purposive sampling technique. The "information richness" is the criterion that is employed in the selection process for both participants and sites. (Patton, 1990, p. 169). They were intentionally selected as the researcher considered that they would be able to provide data to answer the research questions. While Creswell (2012, p. 209) suggested that the representative sample for qualitative research is either small (varying from 1-2 people) to large (studying 30-40 people), it is possible to study either a single person or a single site. Because of the need to give details about each

person or place, a larger number of cases can be hard to handle and lead to narrow perspectives. Additionally, gathering and interpreting qualitative data takes a lot of time, and adding another person or site simply makes the process take longer.

Furthermore, the researcher used snowballing method which a form of purposive sampling. Usually, after a study has started, the researcher asks participants to suggest other people to be sampled (Creswell, 2012). In his major study of Sugiyono (2013, p. 219) discussed in this case if the limited available data sources were unable to produce sufficient data, then look for more which can be used as data. Students from fifth semester of English Education Department at UIN Antasari Banjarmasin academic year 2021/2022 participated in this study. Three classes with total of 80 students participated in this research. Furthermore, five students from each class became the representative for the interview. The fifth-semester students had done all the subjects of Intensive Reading I, II, and III that the researcher mentioned before.

D. Data

1. Data

They came from information gathered through observation and interview. The data collected as the first data are the observations guidelines and extra fieldnotes. In qualitative research, "fieldnotes" are the written descriptions made by the researcher as they conduct their observations. Then second, the interviews that were recorded and

transcribed for this study serve as the data for this study. Participant interview data presented descriptively to provide context for the findings.

2. Source Data

This researcher got the information from the teachers and students during the teaching learning process activity. (1) In this study, students are the primary subjects because they are the ones who will be gaining knowledge from the research. (2) Teacher was a supporter in the research and helped the researcher did the research.

E. Technique of Data Collection

The data collection technique describes how the researcher gathered data relating to the research topic. The following instruments will be used to collect data in this study:

1. Observation

Observations are a common method of gathering information, and the researcher can play a number of roles depending on the circumstances (Spradley, 1980). Any information obtained from the observation was noted in fieldnotes. According to Creswell (2012), effective observation in a situation demands detailed attention to visual detail and good listening abilities. The current status of the phenomenon is determined through direct observation rather than asking questions in this observation activity. In this activity, observation plays an important role in descriptive research. Before making observations, the researcher

made an observation sheet first. This method is used to collect the information that was first obtained maximally. The observation sheet is used to determine the use of the critical literacy approach in understanding reading comprehension by students in general in class under the direction of the lecturer. The researcher observed whether the students could respond or do things according to the direction of the lecturer. In addition, while looking at the responses from students, the observer also saw other conditions in the classroom that helped students in using a critical literacy approach by writing field notes. Then, after the class finished, the observation was also ended, followed by interviews with the students.

2. Interview

The second research topic is addressed by using an interview to find out more about students' perspectives. An interview gives the researcher the chance to hear the respondents' opinions or experiences for a while and then ask follow-up questions to gather additional information (Harding, 2013). In this study, the researcher conducted semi-structured interviews. Then, the interview held after the class and by face-to-face to ask students as the interviewee of their perception while using critical literacy approach in reading comprehension that students' have experienced in reading class.

F. Data Analysis

Following data collection by observation and interview, it is necessary to analyse both sets of information. The data were analyzed using Miles and Huberman's flow model (1994). There are a few aspects of the model to analyze, including data reduction, data display, and conclusion drawing.

a. Data Reduction

It is the process of choosing, focusing, and summarizing raw data from interviews, observations, documents, and other qualitative sources (Miles, Huberman, & Saldana, 2014). There is a lot of information gathered from the field that must be carefully and completely recorded. Due to this fact, immediate data analysis through data reduction is required. Data reduction involves:

- 1) Summarizing.
- 2) Choosing the main things.
- 3) Focusing on the important things.
- 4) Looking for themes and patterns.

As a result, the reduced amount of data will present a more accurate picture and make it simpler for researchers to carry out more data collecting and search for it as required.

b. Data Display

After data reduction, the next step is data display. Qualitative research data might include concise summaries, infographics,

correlations between categories, flowcharts, and other visual representations. According to Miles and Huberman (1994), narrative language is the most popular method for presenting data from qualitative research. If the patterns discovered were confirmed by the study's data, they became established patterns that wouldn't change. The final research report then shows the pattern.

c. Drawing Conclusion/Verification

The last step is drawing and verifying a conclusion. Following the presentation of the data, the researcher developed a conclusion based on the research questions. The first conclusions are still only temporary, and they will change if there isn't enough evidence to back up the next stage of data collection. However, when the researcher goes back to the field to gather data, the early conclusions are validated and confirmed by reliable data. Due to this reason, the presented conclusions are credible.

In qualitative research, conclusions are fresh, original results. When the investigation is complete, the findings might be presented in the form of a description or a representation of an object that was before ambiguous but is now clear. It could be a relationship that is either causative or interactive, a hypothesis or a theory.