

### **CHAPTER III**

#### **RESEARCH METHOD**

The researcher would like to present the research method as a scientific approach for obtaining data with a specified function and objective. The researcher described the research design, research setting, subject and object, data and source data, data collection technique, and data analysis. This section will be discussed upon as follows:

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

The qualitative research method was used in this study, employing a descriptive qualitative approach. The qualitative approach was chosen because this study intends to describe of teacher's implementation reading comprehension at 9th Grade of MTsN 4 Barito Kuala, especially PQRST technique used in Learning English. According to Creswell (2014), qualitative research is an approach to explore and understand the meaning that individuals or groups give to social or human problems.

Because this research is focused and described of implementation with its circumstances, the researcher conducted the research with descriptive qualitative. The implementation of the PQRST method in learning Reading is of particular importance in this study. The researcher observed and made conclusions from describing the data as clearly as possible without

manipulating them. Furthermore, the researcher described and analyzed the results of a study on the teachers' implementation of PQRST method used by the teacher for students' reading comprehension.

## **B. Research Setting**

This research conducted at one of Junior high school in Barito kuala district, MTsN 4 Barito Kuala. This school is located on Jalan Pelita Makmur No. 4 RT. 06, Barambai, Barito Kuala Regency, South Kalimantan 70562. The writer chose this school because the researcher wanted to find out how to implementation the PQRST method by the English teacher of MTsN 4 Barito Kuala. The researcher interested to analyze the different way implementation by the teacher that related to the teaching and learning process of reading used this method that was obtained when researcher did mini research for final project of English for young learners.

## **C. Participants**

The participants in this study is English Teacher which teach class IX at MTsN 4 Barito Kuala. The sampling technique used by researcher is purposive sampling. According to Etikan & Bala (2017) Purposive sampling is based on the researcher's judgement about who will provide the best information to successfully achieve the research objectives. Based on the theory, the researcher was only chose one of teacher who has used PQRST method as teaching reading comprehension which are relevant with the

implementation of this method. The data was gathered by the researcher on observing the teaching process and interviewing the teachers.

#### **D. Data**

In this research, the researcher needs a data source to obtain information on problem formulation. The research data sources are the subjects from which data can be acquired, Arikunto (1998). Primary data and secondary data are the two types of data sources.

##### **1. Primary Data**

According to Moleong (2016), Primary data is the source of data gathered by the researcher. This study was taken through the observations of researchers in the classroom. The PQRST Method was used in the classroom to gather as much information as possible regarding the of the teaching and learning process condition. The researcher then conducted an interview with the teacher to get further information. Based on this, the researcher analyzed the PQRST method's implementation and problem faced by teacher in classroom at MTsN 4 Barito Kuala.

##### **2. Secondary Data**

According to Hox & Boeji (2005) Secondary data is the data that originally gathered for different purpose and reused for another research question. In this study, Secondary data comes from a several books, international journals, and support research.

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

The researcher employed two methods in data collection: observation and interview. The following are explanations of how the data collection method is used:

### **a. Observation**

According to Lodico (2006), observation as a research method requires a systematic and comprehensive examination of the events of study. It indicates that data was collected in a systematic manner in order to understand and analyze activities, interactions, or the meaning of an event. In this study the author prepared the observation sheet based on research questions. Then researcher joined the classroom and observed the class when selected teacher is teaching reading using PQRST method in English Subject. The researcher also wrote observation guidelines from the result during observation. This method was used to obtain information on the implementation and problem faced of PQRST Method by the teachers in classroom.

To avoid study misunderstandings, the researcher checked the observation table checklist with the Advisor before beginning the research. Then presented the findings of teaching process (Pre-teaching, During-teaching and Post-teaching). Following the advisor's advice, the learning setting was divided into:

- 1) Teacher prepare the material
- 2) Teachers prepare and develop teaching strategies (PQRST Method)
- 3) Teacher explained the material in an understandable way
- 4) In the learning process, students get the same opportunity to involved
- 5) Student is active during in learning process
- 6) PQRST Method was done every step by the teacher; Preview, Question, Read, Summarize, and Test
- 7) Teacher implement those steps based on procedure
- 8) Students have some problem faced in learning process used PQRST Method
- 9) Teacher have some problem faced when teaching used PQRST Method
- 10) Teachers make an effort to support and stimulate learning as well as active student engagement in the learning process

**b. Interviews**

According to Ary (2010), one of the most commonly used and basic procedures for gathering qualitative data is the interview. An interview is a conversation conducted by an interviewer in order to get information from the interviewee. The interview in this study was conducted in Bahasa Indonesia to minimize misunderstandings and to made the environment more relaxed. The author prepared twelve questions for a teacher from MTsN 4 Barito Kuala to answer. The questions concerned the teacher's opinions on the implementation of the PQRST Method. Based on the study

topic, the researcher asked and talked in a friendly manner. The purpose of the interview in this study is supporting the data of observation. The interview guide was approved by the research advisor. Interview guidelines could be seen in appendix C.

## **F. Data Analysis**

According to Miles and Huberman in Sugiono (2016), there are some data analysis procedure are as follows:

### **a. Data Reduction**

Data reduction is the process of summarizing, establishing the fundamentals, focusing on what matters, and searching for the concept and action. In this study, data reduction was accomplished by summarizing contact, categorization coding, table note field design, and data selection. Data reduction might be employed at the beginning and closing of the teaching, the teacher's instruction while teaching, and etc. The data is reduced since it is unrelated to the study title and formulation of the research problem.

### **b. Data Display**

Data display can assist anyone understand what is going on and plan the next step based on what was observed. In addition, data display can include graphics, matrices, networks, and charts to narrative text. The researcher used a narrative essay in this study to display data on the implementation of the PQRST Method by the teacher at MTsN 4 Barito

Kuala. The narrative essay was chosen because it was the most commonly used data display in qualitative research.

**c. Verification and Conclusion**

The qualitative researcher's final activity is verification and conclusion. At this point, the researcher begins to determine what the data means. The researcher attempts to develop conclusions and verify them by searching for the significance of each symptom that develops in the field, recording the probable order and form of a good statements, and providing clear data. Based on the research results, the researcher came to a verification and conclusion. The researcher interviewed the teacher after verifying and drawing conclusions from the field notes. The data was compared to earlier studies on the implementation and problem faced of the PQRST Method by the researcher.