

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a qualitative method with descriptive qualitative technique. Qualitative research methods are often known as naturalistic methods for the reason that they are conducted in a natural context (natural setting). Qualitative research methods require the researcher being actively involved in the field for an extended length of time. While in the field, researchers meticulously record all occurrences, do reflective analyses of various documents or material discovered, and write extensive and in-depth research reports (Sugiyono, 2020). Qualitative research has several characteristics:

1. Characteristics of conducting research in natural conditions (as opposed to experiments), approaching data sources directly, with the researcher as the key instrument.
2. The descriptive nature is more dominant in qualitative research, where the data collected is in the form of words or images, not focused on numbers.

3. Greater focus on process rather than results or outcomes in qualitative research.
4. The data analysis method is carried out inductively in qualitative research.
5. Encouragement to place greater emphasis on the meaning behind the data observed in qualitative research.

Descriptive qualitative research implements problem-solving formulation to facilitate the way researcher reconsider or explain social situations in a thorough, comprehensive, and in-depth manner. The qualitative approach operates on research methodologies to obtain descriptive data from individuals who are in the form of words or speech, as well as behavioral observations. The present qualitative research focuses on social issues and expresses participants' emotions and perspectives, following the advice of Bodgan and Taylor (Moleong, 2007). This comprises a description of the study subject's characteristics, context, and relevance. To acquire and interpret descriptive data, qualitative researchers frequently employ techniques which involve interviews, participant observation, content analysis, and theme analysis.

In its simplest terms, the method of descriptive research involves multiple phases, which includes:

1. Identifying relevant issues to answer using descriptive methodologies. In this research, researcher want to find the utilization of the Contextual Teaching and Learning approach in reading comprehension.
2. Establish limits and articulate problems firmly. In this research, researcher formulated two specific questions, which are: 1) The utilization of Contextual Teaching and Learning in reading comprehension, and 2) The advantages of Contextual Teaching and Learning in reading comprehension.
3. Discover the aim and utility of research. In this research, researcher can find out: 1) To find the utilizing Contextual Teaching and Learning in reading comprehension, and 2) To find the advantages of Contextual Teaching and Learning in reading comprehension.
4. Research the literature on the subject. Researcher looked for information from other journals about the utilization of Contextual Teaching and Learning in reading comprehension.
5. Develop the research methodology plan that covers the choice of data gathering instruments and analytic procedures. The descriptive qualitative research approach was chosen for this study, and observation and interview guides were employed to collect data.
6. Collect, organize, and evaluate data using proper analytical procedures, then generate research reports. In this study, researchers used a data analysis conduct entitled Thematic Analysis

B. Research Setting

This research was carried out at *MTs. Raudhatul Islamiyah Sungai Tabuk*. This school was chosen because the location is not in the city and the English teacher uses CTL, which is rarely used by teachers now. The school is located on the far side of the village, away from the bustling activity of the main city. The provided facilities are still unsuitable for successful education. This data was also collected when the teacher was demonstrating reading comprehension to the students in the class using the CTL technique, on Monday 06th, 13th, and Tuesday 30th, 07th, 14th May 2024.

C. Participant

The participant in this study were an English teacher *from MTs. Raudhatul Islamiyah, Sungai Tabuk*. The research was carried out through observation of teaching and learning in the classroom, as well as conducting teacher interviews.

The teacher was chosen as participants because she utilizes Contextual Teaching and Learning in reading comprehension, therefore she is more familiar with the utilization and advantages of Contextual Learning in Reading Comprehension, therefore being far more appropriate to the researcher research.

D. Data

Data is indicative material that needs be written throughout the writing process, and in this case the attention is on the research process (Tanzeh, 2011).

The data for this research is the teacher utilization of Contextual Teaching and Learning in reading comprehension. Apart from that, the advantages of Contextual Teaching and Learning in reading comprehension is also the data in this research. The data obtained from English language learning at *MTs. Raudhatul Islamiyah Sungai Tabuk*.

E. Technique of Data Collection

In this research, the researcher used qualitative methods with descriptive qualitative technique. In education and the social sciences, qualitative studies are a special kind of research that can result in vivid and in-depth descriptions of human experience. This research is based on a methodology that is fundamentally different from the standard quantitative approach to the study of education in order to analyze social reality.

A qualitative design is chosen because it is the best approach to solving the issue. So, the researcher used observation checklist and interview guidelines.

Table 3.1 Schedule of Data Collection

No	Techniques	Day/Date
1	Observation	a. Tuesday, April 30 th 2024 b. Monday, May 06 th 2024 c. Tuesday, May 07 th 2024 d. Monday, May 13 th 2024 e. Tuesday, May 14 th 2024
2	Interview	a. Tuesday, May 14 th 2024 b. Wednesday, May 15 th 2024

F. Research Instrument

In this research, the researcher chose 2 instruments in collecting all the data, namely: observation checklist and interview guidelines.

1. Observation Checklist

The observation checklist, to find the utilizing Contextual Teaching and Learning in reading comprehension. Observation is defined as observing the behavior patterns of people in certain situations in order to obtain information about desired phenomenon. To produce accurate research data, observation entails standardizing all observational practices (Johnson & Christensen, 2014)

2. Interview Guidelines

The second is interview guidelines to find the advantages when utilizing contextual teaching and learning approaches in reading comprehension. Interviewing techniques can also be seen as the process of directly questioning the informant or responder who is the topic of the study in order to collect data.

Researcher conducted direct interviews with individuals, specifically teachers who teach English. These interviews depend on unstructured inquiries that are largely open-ended, with only a few questions designed to elicit thoughts and experiences from participants (Creswell & Creswell, 2018).

G. Data Analysis

Researcher analyzed the data using thematic analysis. A data set's meaning patterns (themes) can be systematically found, arranged, and analyzed using the thematic analysis (TA) approach. By emphasizing meaning across a data set. With the use of the flexible method known as thematic analysis (TA), the researcher can focus on the data in a variety of different ways.

Thematic analysis through a six-phase approach. The six steps that make up our TA strategy (Braun & Clarke, 2012). This is a method for doing TA and for learning how to perform it.

1. Familiar with the Data

This process is the same for all methods of qualitative analysis, and it requires immersing oneself in the data by reading and rereading textual data (such as transcripts of interviews or replies to qualitative surveys), listening to audio recordings, or seeing video data.

2. Initial Code Generation

The second phase begins the systematic study of the data using coding. An aspect of the data that may be relevant to the study issue is identified and given a label by codes. Both the semantic and latent levels of meaning can be coded. Codes can summarize some data or characterize its substance; the meanings of the participants and the content of the data are typically tightly adhered to by these descriptive or semantic codes.

In these circumstances, the researcher decides whether features of the facts in the observation transcription and interview transcription should be highlighted, downplayed, or disregarded entirely for research purposes in order to get the desired findings.

3. In Search of Themes

When it comes to the research question, a theme "captures an important feature of the data in relation to the question and represents some degree of patterned response or meaning within the data set". The coded data is examined at this stage to identify areas where the codes are similar and overlap.

At this point, the researcher analyzed all of the codes and categories that had been created. To verify that the codes in every category have identical meanings. The researchers organized these codes into one category and named them.

When deciding on group names, it is critical to follow the research questions to ensure that the group names are consistent and relevant to the phenomena under investigation. All codes and groups were rechecked to confirm that they answered the research questions.

The first stage in defining a theme is to identify the first theme of the analytic findings, as well as the chance that it may change based on the examination of these preliminary ideas.

4. Review of Possible Themes

At this continuous step, emergent themes are evaluated in connection to the coded data and the entire data set. In essence, this phase focuses on quality assurance.

The initial phase in the research is for the researcher to compare the themes to the extracted data that has been created, and then assess the possibility that the theme makes sense based on the data. The second phase in the process of evaluation is to assess themes based on the total data. This necessitates a last run through of all the data to see whether the themes genuinely represent the whole data set or just a subset.

5. Theme Recognition and Naming

A strong thematic analysis will contain themes that

- a. Don't try to do too much because themes should ideally have a single focus;
- b. Are connected but do not overlap so they are not redundant, although they may build on prior themes; and
- c. Specifically answer the research issue. During this phase, the in-depth analytical work required for thematic analysis is completed, including shaping the study into all of its specifics.

At this stage, the researcher concentrates on topics that are relevant to the subject of the research problems and do not include too many themes. The researcher then focuses on the research problem exactly in accordance with the research question, allowing the conclusions to be particular and focused solely on the research topic.

6. Creating the Report

The researcher analyzes qualitative research, from simple note-taking and memo writing to report writing and more rigorous analytic methods. Writing and analysis are closely associated employment opportunities. The author organizes the concepts appropriately, and the sequence in which the ideas are covered is critical to consider; Themes must make sense, be logically linked, and, if required, build on prior themes to construct an irresistible narrative about the facts. At this last stage, the author provides a report on the study findings.