

## **CHAPTER III**

### **RESEARCH METHODS**

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

This research conducted by using descriptive qualitative research. Qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life. Moreover, Creswell (2012) states that qualitative research is exploring a problem and developing a detailed understanding of a central phenomenon, having the literature review plays a minor role but justify the problem, stating the purpose and research questions in a general and broad way so as to the participants' experiences, collecting data based on words from a small number of individuals so that the participants' views are obtained, analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings, writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.

Descriptive research was described and interprets what the problem is. Thus, the research was conducted to describe the process of teaching and learning reading comprehension based on PQ4R metacognitive strategy in the classroom and the problems that faced by the teacher and students in teaching and learning reading comprehension in EFL class at the second semester of the eight grades of SMPN 3 Anjir Muara.

## B. Research Setting

The researcher take the place in SMPN 3 Anjir Muara, which is located in Jl. Trans Kalimantan km 20, Barito Kuala, South Kalimantan.

The reason why this research taking place at SMPN 3 Anjir Muara, because there is an English lesson for their subject in the class and the main reason is because the researcher's experience who ever had following teaching practice program 2 "PPL 2" at SMPN 3 Anjir Muara and teaching English subject in there, the researcher found several students have the problem to understand and comprehend in reading English materials during learning activity.

The research was conducted to the eight-grade students in the second semester of SMPN 3 Anjir Muara in the academic 2023/2024. This research conducted the preliminary research was conducted on November 24th 2023 and research from January 13th to February 3rd 2024. In this research, it was included the date or planned schedules of work as follows:

**Table 3.1 The Researcher Planned Schedules in SMPN 3 Anjir Muara**

No.	Date	Activity
1.	On November 24th	The preliminary research was conducted in SMPN 3 Anjir Muara.
2.	On November 27th	Met the headmaster and got permission to do research at SMPN 3 Anjir Muara.
3.	On November 27th	Met the English teacher to discuss about situation during teaching and learning English class and also asked about time schedule of English class in eight-grade
4.	On January 13 <sup>th</sup>	The observation was conducted in the class
5.	On January 18th	Conducted the second observation in the class

6.	On January 20th	Conducted the third observation in the class
7.	On February 3rd	Interviewed the teacher

### C. Participants / Subject

The sample as the subject and as the source of the data in this research are 1 English teacher and 28 students in eight grade of SMPN 3 Anjir Muara. The researcher chose the second semester in eight grades because they are EFL students who learn English subject in teaching learning process and ever studied English for a year in SMP 3 Anjir Muara.

In this research, used purposive sampling technique. According to Arikunto (2002), purposive sampling technique is sampling technique which is done because limited time and finding. Purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The research chose the English teacher and the students of the eight grade of SMPN 3 Anjir Muara as the participants of this research. The researcher asked the teacher of eight grade who taught English as a sample class. In eight grade, there are consisting of 28 students. The eight grade students distribution table is shown below:

**Table 3.2 The students at the second semester of the eight-grade of SMPN 3 Anjir Muara**

Class	Gender		Total
	Male	Female	
VIII	11	17	28

#### **D. Data**

In this research, the researcher used qualitative data. For the source of data, the researcher was doing observation English teaching and learning process in classroom and interview the English teacher about English teaching learning's problems to find the data.

The researcher used observation to find the process in teaching and learning English subject by PQ4R metacognitive strategy especially in reading material and the researcher use interview the English teacher to find the problems in teaching and learning reading comprehension in EFL class.

#### **E. Technique Data collection**

In this research, there were some steps that applied with intention of gaining the data from beginning until end of teaching learning process. The steps were as follows:

##### **1. Observation**

Observation is a way of collecting data in the research which the researcher observes in the field. Observation is proper to be used this research, which relates to the teaching learning process, students' activity, and problem, which may arise. The researcher's role in this study is that of an observer. The researcher prepared observation guidelines before come into classroom to observe the process of teaching and learning English subject by steps of PQ4R metacognitive strategy and makes a note during the teaching and learning process.

This observation aimed to provide an accurate and detailed description of how the teacher and students doing teaching and learning English subject especially in reading comprehension in the classroom. By carefully watching what is happening, researcher can gather information about how the teacher and students teaching and learning reading comprehension by steps of PQ4R metacognitive strategy.

## 2. Interview

Interview is meeting of two persons to exchange information and idea through questions and answers, resulting in communication and joint construction of meaning about a particular topic. It means that interviewing provides the researcher a mean to gain deeper understanding of process teaching and learning English subject in reading comprehension by steps of PQ4R metacognitive strategy and the problems that faced in teaching learning English in EFL class. (Stake, 2010)

The researcher conducted interview as part of this study. The researcher will be the interview's subject. The interview was used in collecting the data from the teacher. The researcher asked the teacher about his opinion of the activity in teaching learning process including problem in teaching reading. The intended of interview is to gain deeper understanding from the teacher of students' problem in reading.

## **F. Research Instruments**

A device used to evaluate observable natural and social phenomena is referred to as a research instrument. The researcher in this study collected data

from the participants through interviews and observation. The description of those instruments was as follows:

### 1. Observation

The process of closely monitoring people's actions and behaviors in the field is known as qualitative observation. When doing research on the teaching and learning process, student activities, and potential problems, observation is a useful technique. (Creswell, 2009)

The researcher conducted observation in three times and watched while students were taught and learned in order to collect data for this research. Using an observation manual that followed the steps of the PQ4R metacognitive strategy, the researcher made notes, examined the information, and extrapolated inferences from the circumstances. The steps of the PQ4R metacognitive strategy were employed in accordance with the observation criteria to keep an eye on the teaching of reading process. The aspects of teaching learning process are described (*see on Appendix III*)

### 2. Interview

Interview is a conversation in which one of the interviewers probes the other to learn more about them through observation. According to Esterberg (2002) when conducting research and seeking to understand people's opinions or feelings, interviews are a useful technique.

The teacher's data for this study was gathered through interviews. The teacher is interviewed by the researcher and the teacher was asked six questions by the researcher to get his thoughts on the PQ4R metacognitive

strategy's stages for teaching and learning reading comprehension, as well as any challenges he encountered while carrying out the teaching-learning task. The purpose of this interview is to confirm the observation's outcome and obtain more data for the study. The guideline of interview could be described (*see on Appendix III*)

## **G. Data Analysis**

The process of arranging data to determine the regularity of the pattern or form of the research is known as data analysis. These provide a clear description of the research's data analysis procedure:

### **1. Data Reduction**

The process of choosing, concentrating, streamlining, abstracting, and changing the data that appears in transcriptions or written field notes is known as data reduction. In this instance, the researcher chose the information gathered through teacher interview and observation of the teaching and learning process.

### **2. Data Display**

A display is a longer textual piece or a new way of organizing ideas about the more textually integrated material in the form of a diagram, graph, chart, table, or matrix. The following are some of the tasks the researcher performs when assessing the data for data display:

#### **a. Observing the Teaching and Learning Process**

In order to understand the teaching and learning of reading comprehension in an EFL class using the PQ4R metacognitive strategy,

the researcher employed an observation sheet in this stage. Through observation, the researcher gained insight into how the PQ4R metacognitive strategy is being used in English language teaching and learning.

b. Interviewing the Teacher

In this step, based on the PQ4R metacognitive strategy, the researcher employed interview guidelines in this stage to gather information from the teacher about the problems he was having and the problems the students were having with teaching and acquiring reading comprehension in the English language class. Through conducting interviews with the teacher, the researcher gained insight into the obstacles that both the teacher and the students have when teaching and learning reading comprehension in an EFL class using the PQ4R metacognitive strategy.

c. Document analysis

In this stage, the researcher researched several resources that pertain to explaining reading comprehension teaching and learning based on the PQ4R metacognitive strategy in EFL classes and problems that teachers and students encountered during English classroom activities.

3. Conclusion Drawing/Verification

In data analysis, formulating conclusions and verifying them comes last step. The researcher compares the data from the document, the interview, and the observations in this stage. Thus, the researcher got the conclusion



about teaching and learning reading comprehension based on PQ4R metacognitive strategy on second semester at eight grades of SMPN 3 Anjir Muara in the academic year of 2023/2024.