

CHAPTER III

RESEARCH METHODS

3.1 Research Approach and Method

Researchers conducted this study employing qualitative research methods, specifically through descriptive qualitative approaches. The essence of qualitative research lies in its aim to gain a deeper understanding of various phenomena, which encompass behaviors, perceptions, motivations, and actions. These elements can be effectively captured and articulated through descriptive language that conveys the nuances of the situation at hand. The data collected in this study was analyzed qualitatively, utilizing inductive methods, focusing on deriving insights rather than making broad generalizations (Fiantika et al., 2022: 5).

This study employed a descriptive qualitative approach to deeply examine the strategies teachers use to teach reading skills, as well as to gain insights into their perceptions and experiences in the learning process. As a result, it aims to offer a clear and comprehensive understanding of the teaching practices related to reading in the eighth-grade classes at UPTD SMP Negeri 1 Mandrehe Barat.

3.2 Variables of the Research

In this study, the research variables used are the Independent Variable, namely the reading skills teaching strategy, especially the use of skimming and scanning strategies in teaching reading and the Dependent Variable, namely students' reading skills influenced by the skimming and scanning strategies used by teachers in the teaching process.

Research variables are concepts or phenomena that are measured, manipulated, or controlled in a study (Sugiyono, 2019). In the context of this study, the variables studied are reading skill learning strategies. These learning strategies include various methods, techniques, or approaches used by teachers to help students understand and master reading skills in English.

In this study, the research variables studied by the researcher were: eight Grade English teachers as informants for the data obtained.

3.3 Setting and Schedule of the Research

This research was conducted in Eight Grade of UPTD SMP Negeri 1 Mandrehe Barat, which is located on Jln. Pendidikan No.09, Lolohia Village, Mandrehe Barat District, West Nias Regency, North Sumatra Province.

3.4 Source of Data

A research data source is any source that provides information or data used in the research process. Researches data sources can be people who researcher observes, read, or ask about specific details related to research problems or questions. Based on Sugiyono (2019), there are two types of data sources, namely:

1. Primary Data, Sugiyono (2019) says primary data is a direct source that provides data to researchers, such as observation and interview results. This data comes from the results of observations, interviews, and documentation.
2. Secondary Data according to Sugiyono (2019) Related documents such as Learning Implementation Plans (RPP), syllabus, teaching materials, as well as literature and previous research that supports the analysis of reading skills learning strategies.

3.5 Instrument of the Research

Research instruments are very important tools or methods used by researchers to collect data in their research. According to Murdiyanto (2020), research instruments facilitate the data collection process, so that researchers can analyze the research results at a later stage. The quality of research results is strongly influenced by the source of data and the effectiveness of instruments in revealing research results. In this study, researchers used research instruments in the form of observation sheets,

interview sheets, and documentation. By using the observation sheet, the researcher can use it to record the reading learning strategies applied by the teacher in the classroom which contains indicators related to reading strategies, such as teaching techniques used, namely skimming and scanning as well as teacher and student interactions in reading activities. The second instrument was the interview sheet. Through the interview sheet, the researcher used it to record the results of the interview with the teacher to find out the teacher's views on reading teaching strategies. To support the data, the researcher also collected documentation in the form of photos, and videos, all of which served as data relevant to the research.

3.6 Data Collecting Technique

Data collection is a process or activity carried out by researchers to reveal phenomena, information or location conditions according to the research. Ahmad (2021) stated that then the data that has been collected is further processed, namely processing and analysis, the method applied in qualitative analysis is to describe it in words, not in numbers. The data is obtained through various techniques, for example by using interview techniques, field notes, observations, focused discussions, which are poured into notes in the field. The form used can also be in the form of photography or video recording.

The researcher used several data collection techniques, namely:

1. Observation

Observation is the process of collecting data by directly observing the situation in the field. Observed data can be in the form of attitudes, behavior, actions and interactions. Nasution (2020) states that observation is the basis of all science. Scientists can only work based on data, namely facts about the world of reality obtained through observation.

In this study, the researcher used checklist observation as a data collection technique with the aim that the researcher could see and observe directly what and how the teacher's role is in analyzing

the learning strategies used by teachers in learning English, especially in reading skills at UPTD SMPN 1 Mandrehe Barat.

2. Interview

Interview is a process used to ask questions to informants in order to obtain information directly. Clear information needed for research purposes is obtained through interviews. The questions asked in informal interviews used in this study are determined by the interviewer. With semi-structured interviews, informants can provide their thoughts and opinions, and help researchers collect the data needed more transparently. It is hoped that using this interview technique will produce more in-depth information about the role of English teachers in using learning strategies used by teachers in learning English, especially in reading skills at UPTD SMPN 1 Mandrehe Barat.

3. Documentation

This document aims to offer a comprehensive guide to the Reading Skills Learning Strategies Employed by English Teachers in Grade VIII as proof of conducting the research. The primary objective of this document is to help users in comprehending, using, and handling the data. Sugiyono (2019): Documentation is a record of events that have passed. Documents can take the form of writings, pictures, or monumental works of a person. Document study complements the use of observation and interview methods in qualitative research.

This document addresses multiple facets, ranging from a fundamental introduction and usage guidelines to resolving frequent issues. By adhering to the directions in this documentation, it is anticipated that users can optimize the advantages and surmount any challenges they may face.

3.7 Data Analysis Technique

Data analysis in qualitative research is carried out during data collection and after data collection within a certain period. Miles and Huberman in Nursapia (2020) revealed that data analysis activities in qualitative research are carried out interactively and take place continuously until completion so that the data is saturated. Activities in data analysis are data reduction, data display and conclusions or verification. The steps of analyzing qualitative research data are:

- 1. Data Collection**

The process of data collection can involve observation, in-depth interviews, and documentation, or a combination of these methods. In this approach, the researcher aims to explore the subject more thoroughly, resulting in a richer and more diverse set of data regarding the object of study.

- 2. Data reduction**

Data reduction involves the process of summarizing and selecting key elements, honing in on what truly matters, and identifying themes and patterns. By condensing the data, researchers can gain a clearer perspective, which facilitates the collection of additional information. This process is not only a matter of simplification; it demands careful thought, profound insight, and a broad understanding of the subject. In this context, researchers will choose relevant data derived from observations of the teaching and learning process, interviews with educators, and various forms of documentation.

- 3. Data Presentation in Qualitative Analysis**

Data presentation represents a crucial phase in qualitative data analysis techniques. It involves systematically organizing and clearly displaying a set of data, making it easier to draw insightful conclusions. A well-structured data display allows for the information to be presented in an organized and dissected manner, facilitating a better understanding of the subject at hand. The primary objective of presenting data is to simplify the process of drawing conclusions and taking informed actions. A

thoughtfully crafted data display enhances our ability to comprehend the underlying patterns and issues, allowing us to either analyze the information further or respond effectively based on our newfound understanding. An effective data presentation serves as a vital pathway to robust qualitative analysis. In this study, after categorizing the roles of teachers in instilling the value of local wisdom through observations and interviews, the researcher will comprehensively present the findings. This will involve a detailed exploration of how teachers contribute to the internalization of local wisdom within the learning environment.

4. Conclusion drawing/ verification Conclusion is the last step in a research period in the form of an answer to the problem formulation (Sugiyono 2017: 216). In this section later the researcher will express the data.