

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1. Approach and Type of Research**

Generally, research techniques can be identified as scientific methods used to acquire data for specific purposes and applications. According to (Huberman & Miles, 2014), discuss qualitative research as a process of systematically examining and interpreting non-numerical data. They focus on the importance of making sense of complex and often subjective human experiences through careful organization and analysis of qualitative data such as interviews, observations, and texts. Qualitative research is defined as a strategy for investigating and comprehending the meanings that individuals or groups assign to a social or human situation. It is a strategy that aims to get a thorough grasp of people's lived experiences as well as their perceptions and interpretations of their surroundings. This form of research focuses on making sense of a phenomenon or topic through the perspective of the participants, emphasizing their thoughts, feelings, and personal insights (Creswell, 2018).

Overall, the researchers selected a qualitative method which is very relevant and useful for studying and collecting data directly from the field, which is related to students' reading abilities. The goal of this study is to have a better understanding of how the students at SMP Negeri 1 Gunungsitoli read aloud through the texts. A qualitative approach was chosen because it allows for a more in-depth understanding of students' experiences and perspectives on their ability to read aloud, as well as how it influences their reading habits. As a result, collecting data directly in the field is critical for obtaining accurate and useful information.

#### **3.2. Variables of Research**

Conducting research includes taking into account measurable aspects that can change depending on the circumstances. These factors are referred to as variables. The concept of variable is crucial to research because it is the

basis for the title of a study and is also the focus of this investigation. According to (Adegun, 2021), defines that most educational research is concerned with creating interrelationships between variables, and every area of study requires essential qualities and ingredients, which are referred to as variables. A variable is more than just something to be measured; it is also something that a researcher may modify and control for, as seen in experimental research.

Generally, there are two types of variables that are often used in research, namely independent variables and dependent variables. Independent variables are the types of variables that have an influence on the dependent variable. Meanwhile, dependent variables are defined as variable that are affected or influenced by independent variables. The variable in this research is student's ability in reading aloud.

### 3.3. Setting and Schedule of the Research

This research has been conducted at SMP Negeri 1 Gunungsitoli located at Jl. Karet No. 34 Gunungsitoli, Ilir, Kec. Gunungsitoli, Kota Gunungsitoli Prov. Sumatera Utara. The time allocation of the research from 16 April 2025 until 17 May 2025.

**Table 3.1** The time allocation of the research

| No | Day/Date/Month/Year      | Meeting | Activity                                                                                                                 |
|----|--------------------------|---------|--------------------------------------------------------------------------------------------------------------------------|
| 1. | Tuesday, 4 February 2025 | 1       | A brief in-class observation of students' ability when reading aloud.                                                    |
| 2. | Wednesday, 16 April 2025 | 2       | The researcher observed the students' reading aloud.                                                                     |
| 3. | Saturday, 26 April 2025  | 3       | The researcher continued observed the students.                                                                          |
| 4. | Wednesday, 30 April 2025 | 4       | The researcher conducted interviews with students were categorized "low" and "very low" categories totaling 22 students. |
| 5. | Saturday, 17 May 2025    | 5       | The researcher continued the interview with the students about their ability to read aloud.                              |
| 6. | 19 May – 27 May          |         | Analyzing observation and interview data                                                                                 |
| 7  | 28 May – 14 June         |         | Writing a research report                                                                                                |

### **3.4. Source of Data**

Research data sources include all sources of information or data used in the research process. People who the researcher sees, reads, or questions about specific aspects connected to the research problem or question might serve as data sources. If data is collected through interviews, the data source is the respondent who answers the interview questions provided by the researcher; similarly, if data is collected through observation, the data source is the activity observed in class. This research uses two categories of data:

#### **a. Primary Data**

This data comes from the result of interviews the 32 students at grade VIII-A of UPTD SMP Negeri 1 Gunungsitoli as informants or respondent who are the main sources of information in this research because the success of the research is based on the responses given by respondent. Researcher was carry out direct interview by using interview questions based on interview guidelines. So, in this research, the primary data that researcher obtain is the results of interview the students to find out the difficulties in reading aloud and the factors that influenced.

#### **b. Secondary Data**

The data is obtained from sources that can provide research support such as from literature and documentation. Researchers obtain secondary data from documentation in the field to support the data, previous research, articles, journals and books, internet sites, and other information related to the research title.

### **3.5. Instrument of The Research**

According to (Sugiyono, 2022), a research instrument is a tool or device used by researchers to measure and evaluate phenomena that occur, both natural and social, which are the objects or subjects observed in a study. This instrument is designed to systematically collect data about various aspects of the phenomenon under study, be it related to natural events or social aspects that affect society or individuals in the research context.

Based on the research focus, the researcher will be using three types of collecting data instruments:

#### 1. Observation

Observation is a research method where the researcher systematically observed when the students doing reading aloud. After that, the researcher will be assess the students' ability in reading aloud with rubric.

#### **Rubric of Student's Ability in Reading Aloud**

Name of Student :

Class :

Below is a rubric for assessing student's ability in reading aloud based on the result of reading text that have been carried out by student.

|                                  | Excellent<br>(5) | Good<br>(4) | Fair (3) | Poor<br>(2) | Ket. |
|----------------------------------|------------------|-------------|----------|-------------|------|
| <b>Pronunciation and Clarity</b> |                  |             |          |             |      |
| <b>Fluency</b>                   |                  |             |          |             |      |
| <b>Volume</b>                    |                  |             |          |             |      |
| <b>Intonation and Expression</b> |                  |             |          |             |      |
| <b>TOTAL SCORE</b>               |                  |             |          |             |      |

Source: *Read-aloud Rubric adopted from* (Ekaningsih 2022)

**Maximum score: 20**

#### 2. Interviews

The interview was conducted with students whose scores fell into the "Low" and "Very Low" categories, in order to explore their difficulties and the underlying factors influencing their performance. The questions were open-ended, allowing students to express their experiences and challenges freely.

**Table 3.2 Interview questions**

| No. | Interview questions                                                                           |
|-----|-----------------------------------------------------------------------------------------------|
| 1.  | Why is it that when reading aloud, there are still many incorrect and unclear pronunciations? |
| 2.  | Why is it that when you read aloud, you often stammer and are not fluent?                     |
| 3.  | Why is the volume of your voice when reading aloud not big and audible to the whole class?    |
| 4.  | Why is there no intonation and expression when reading aloud?                                 |

### 3. Documentation.

Researcher used documentation from videos that capture students reading individually across the entire class. By using video, researcher can closely observe and analyze various aspects of the reading process, such as intonation, fluency, comprehension, and others. This form of documentation allows for accurate and objective data collection, as each event recorded in the video can be revisited and analyzed to track students' progress over time. These three instruments were chosen since each has advantages and relevance that are extremely suitable for achieving the research aims.

### 3.6. Data Collecting Technique

Data collecting techniques are methods for gathering and analyzing data. In this study, multiple data collection methods were used, including:

#### a. Test

The certain aspect here is the level of student's ability in reading aloud that has been presented (Ekaningsih 2022). The following steps were used to conduct the test in classroom:

1. The researcher asked one by one student to read the text that had been given in front of the class.
2. And the student's video was taken during reading aloud

b. Observation

Researcher can closely observe and analyze various aspects of the reading process such as pronunciation & clarity, fluency, volume, intonation with expression.

1. The researcher observed the student's ability in reading aloud
2. The researcher observed with using an rubric

c. Interview

To collect data on the factors that influence students' ability in reading aloud, The researcher was interview students were categorized "Low" and "Very Low".

1. The researcher prepared the interview question
2. The researcher entered the class and did the interview
3. The researcher interviewed the students one by one
4. During the interview, the researcher recorded it.

d. Documentation

Researcher used documentation from videos during students reading aloud one by one and recorded during interview.

1. The researcher had taken the video one by one of students during reading aloud.
2. The researcher was recorded during interviews the students.

### 3.7. Data Analysis Technique

In this research the data was analyzed used two techniques are as follows:

#### 3.7.1. Analyzing the Quantitative Data

The quantitative data took from the test that researcher gave to the students, the researcher evaluated it related scoring rubric of reading aloud and calculated by using the formula Windi (2023) as follows:

$$TP = \frac{FB}{N} \times 100$$

Which:

TP = Value

FB = Obtained

N = Maximum score

To get the level of student's ability in reading aloud the researcher classify the student's level of reading aloud as follow:

**Table 3.3** Classifications of student's ability in reading aloud

| Scores   | Categories |
|----------|------------|
| 86-100 % | Very High  |
| 76-85 %  | High       |
| 60-75 %  | Medium     |
| 55-59 %  | Low        |
| 0-54 %   | Very Low   |

### 3.7.2. Analyzing the Qualitative Data

According to Miles & Huberman (2014:31), qualitative Data Analysis as three concurrent flows of activity:

#### 1. Data condensation

Data condensation refers to the process of selecting and simplifying, the data that appear in the full corpus (body) of observation interview transcripts,. By condensing, we're making data stronger.

The researcher will gather data by recording videos of students as they perform reading aloud tasks. This approach allows for a detailed analysis of the students' reading skills, including their pronunciation, fluency, intonation, and overall comprehension. The researcher will assess the students' performance using a specific rubric

#### 2. Data display

A display is an organized, compressed assembly of information that allows conclusion drawing and action. Looking at displays helps us understand what is happening and to do something.

To enhance the clarity of the findings, the researcher employed a diagram as a visual representation of the data, making it easier for readers to comprehend the results.

### 3. Conclusion drawing/verification

These conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. “Final” conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.

The researcher will begin interpreting the data as it is collected, identifying emerging patterns and explanations. Initial conclusions will be tentative and evolve over time as the data becomes clearer. The researcher will carefully manage the coding and organization of data to facilitate analysis. Final conclusions may not be reached until data collection is complete, depending on the scope of the study and the researcher's expertise.