

## **CHAPTER III**

### **METHODS AND PROCEDURES**

This chapter presents: (1) method of research, (2) Participants of the Study, (3) Operational Definition, (4) Data Collection, (5) Data Analysis, (6) Analyzing of Students' Difficulties in Comprehending English Texts, (7) analyzing the factors causing the students' difficulties in comprehending English texts, (8) Establishment trustworthiness.

#### **3.1 Method of Research**

This study used a qualitative study with case study design. Taylor, Bogdan, and DeVault (2016) mentioned that qualitative research method was about how to collected descriptive data, people's own words, and records of people's behavior. Qualitative method was selected because the study deals with the describing the phenomenon that happening in the learning reading comprehension. There were several kinds in qualitative research, one of them was case study. Yin said that case study involves the study of a case within real life, contemporary context or setting (as cited in Cresswell, 2013, p.97). Gay, Mills, and Airasian (2012) also mentioned that case study research is a qualitative research approach focus on to the study that known as a bounded system, for example: individual teachers, a classroom, or a school. In addition, Cresswell (2013) stated that case study research is a qualitative approach to explore a real life, contemporary bounded system (a case) or multiple

bounded systems (cases) over time, through detailed and in-depth data collection involving multiple source of information (for example: observations, interviews, audiovisual material, documents, and reports), reports a case description and case themes.

Qualitative method used to explore the students' difficulties in comprehending English texts and the factors that caused students' difficulties in comprehending English texts. The data also had taken by using an interview to get more information about the phenomenon that happened to the students in learning reading comprehension. I tried to hear and record the utterance from the students about their difficulties in comprehending English texts and factors that caused it. Then, the data presented in the shape of form.

### **3.2 Participants of the Study**

In this study, I chose the participants by using purposeful sampling. Cresswell (2012) argued that purposeful sampling is the researchers intentionally choose or select individuals and the place to learn as research or understand as a central phenomenon. The standard that used in choosing the participants of the study and place was based on whether they have information rich or not. The participants were students that consist of 28 students who had difficulties in comprehending English texts at twelfth grade students at MAN 3 Palembang. The participants chose based on the English

teacher's information and student's score who got low score or less of 75 in English subject.

### **3.3 Operational Definition**

The title of this research was Students' Difficulties in Comprehending English Texts: An Investigation at State Madrasah Aliyah in Palembang. To avoid the misunderstanding, there were some key words that were really necessary to be explained.

Students' Difficulties in Comprehending English Texts was obstacles in comprehending reading texts faced on by students.

State Madrasah Aliyah was a level of secondary school in Islamic education in Indonesia, whose management was carried by Ministry of Religion.

### **3.4 Data Collection**

In this study, I conducted an interview as data collection. The purpose of interviewing students was to find out what was on their mind, what they think or what they feel about something. An interview was the direct face to face of research instrument where I asked one or more participants to get the important information about the phenomenon that happened.

In this study, the interview consisted of 6 questions and had different topics to discuss. It was conducted to 28 students who had difficulties in reading comprehension at twelfth grade students at MAN 3 Palembang. In

validating the data, there were three lecturers in UIN Raden Fatah Palembang as qualitative researchers. The instrument (interview) had been checked by them. The result showed that the instrument (interview) was appropriate to be used by me for research in MAN 3 Palembang.

The students were chosen based on the English teacher's information and student's score in English subject. The interview covered the question about students' view on their difficulties in comprehending English texts and factors influence. The students answered the questions from the me by using their own words. In this study, I used semi-structured to the students. The students were interviewed as possible in open-ended interview. They consisted of casual conversations, pursuing the interests of both me and the respondents.

### **3.5 Data Analysis**

In analyzing the data, I used thematic analysis to gain the students' difficulties in comprehending English texts and factors causing the students' difficulties in comprehending English Texts. Alhojailan and Ibrahim (2012) explained that thematic analysis is a type of qualitative analysis that used to analyze classification and present themes (patterns) that relate to the data. Maguire and Delahunt (2017) also mentioned that thematic analysis is the process of identifying patterns or themes within qualitative data.

In this study, there were six steps of analyzing qualitative data by

Cresswell (2012), they were: first, I organized and prepared the data analysis. This involved the data of interview by using audio recording. Second, I read or look at the data. In this step, I transcribed the interview by using audio recording. Third, I began detailed analyzing with coding process. The process of coding involved identifying text segments, placing a bracket around them, and assigning a code word or phrase that accurately described about the meaning of text segment. Coding process was resulted from the interview data. Fourth, I used coding process to generate a description about the setting as well as a theme for analysis. I described detail information from the phenomenon based on the interview result and generate codes for this description.

Fifth, I would advance of how the description and themes represented in qualitative narrative to convey the findings of analysis. I mentioned about the phenomenon or chronology event and convey the description of information about each participant. Finally, a final step of data analysis, I made interpretation of findings the data or meaning the data. I described a review of the major findings and how the research questions are answered. I compared or contrast the personal view with the literature, gave the limitations of the study and gave the suggestions for future research.

### **3.6 Analyzing of Students' Difficulties in Comprehending English Texts**

The analysis on students' difficulties in comprehending English texts, I used interview to get the information about the students' difficulties who had difficulties in comprehending English texts, I interviewed the students based on the teacher's information and students' score in English subject. I collected the data by using a recorder and it transcribed based on what an interviewee said. Then, from the interview transcription, I read through all the data to obtain information. After I transcribed and read the data, I reduced and simplified the data according what the students' mean.

Then, the data categorized and divided in theme related to literature review about students' difficulties in comprehending English texts. Furthermore, I gave the code of students' difficulties in comprehending English texts. After that, I interpreted and presented the data in the form of text which contained descriptions of students' statements. I analyzed and arranged the core statements of interviewee descriptively based on the students' difficulties in comprehending English texts. I concluded, interpreted and presented the data refers to students' suitable opinion or perspective in descriptive text. After all the processes had been passed, I verified the data based on the students' problem by using member checking. It showed the validity and the correctness of data.

### **3.7 Analyzing the Factors Causing the Students' Difficulties in Comprehending English Texts**

To analyzed the factors causing the students' difficulties in comprehending English texts, I used interview to get the information about what the factors that causing the students' difficulties in comprehending English texts. I interviewed the students based on the teacher's information and students' score in English subject. I collected the data by using a recorder.

Then, I made an interview transcription based on what interviewee said appropriately. And then, I read all the data to get information. After that, I reduced and simplified the data according to what the students' mean. Next, the data came from the students' perspective about the factors that causing their difficulties in comprehending English texts. Furthermore, I categorized and divided the data in theme related to literature review about the factors that causing the students' difficulties in comprehending English texts and I gave the code of data.

Next step, I interpreted and presented the data in the form of text which contained descriptions of students' statements. I analyzed and arranged the core statements of interviewee descriptively based on the students' opinion. I concluded, interpreted and presented the data referred to the students' suitable opinion or perspective in descriptive text. After all the processes had been passed, I verified the data based on the students' perspectives by using member checking.

### **3.8 Establishment Trustworthiness**

Trustworthiness was the believability of researcher's finding about what she/he had done in designing, carried out and reported the research to make the result credible. Reed, Ingerman, and Berglund (2009) explained that trustworthiness was important in the collection of empirical data, how to analysis process was conducted, and the implementation of research outcomes.

In this study, I used member checking to check the accuracy of report in the data. In checking the accuracy of interview report, I asked my interviewees (the students) to recheck about transcribes of interview as conformity about their information which had been given by them in the interview. I asked them about the transcript that had been made, such as whether it was complete and appropriate based on their answer or not. And what the interview transcript was accordance with what they mean or not. If their answer was accordance with what they mean I checked it, but if it was not accordance with what they mean I asked the students again about what they mean. This was done to validate the data and checked the correctness of trustworthiness of the data.