

CHAPTER III

RESEARCH METHOD

In this research, the methodology applied functions as a systematic guide to examine the difficulties experienced by students in reading comprehension. This methodology includes the research approach and design, population and sample, research instruments, data collection procedures, and data analysis.

3.1 Research Design

In this study, the researcher used both quantitative and qualitative or mixed method of research design. Quantitative-qualitative (mixed) methods have benefits for complex research because they integrate the philosophical frameworks of post-positivism and interpretivism, which combine qualitative and quantitative data (Dawadi et al., 2021). Research results can be explained systematically and in-depth understanding of small issues (Dawadi et al., 2021). The issue here are the students' difficulties with reading comprehension. At the eighth-grade students of SMPN 1 Lawang, the researcher described the students' difficulty with reading comprehension.

3.2 Population & Sample

The population of this research is the eighth-grade students of SMPN 1 Lawang in the 2023/2024 academic year. In this population consists of nine classes which are 8-A until 8-I classes. To make it easier for researchers to conduct research, sampling needs to be done. The researcher chooses a class that contains 32 students for the sample of this research. Researchers used simple random sampling techniques to determine the sample to be studied. Simple random sampling, according to Adeoye (2023), is a technique for selecting or drawing from a population or universe in a way that ensures that every member of the population or universe has an equal chance of being chosen or drawn. Researchers use a lottery system to determine one of the nine classes in the population that will be used as a

research sample. From A to I class, the 8-F class is out as the class chosen for the research sample, consist of 32 students. The class that is determined as a research sample will be examined for the difficulties and factors that cause difficulties in students' reading comprehension.

3.3 Data Collection

This section outlines the data collection methods employed in the research on students' difficulties in reading comprehension. Accurate and comprehensive data collection is essential to understand the specific challenges that students encounter and to identify the underlying factors contributing to these difficulties. This section details the various instruments, techniques and procedures used to gather the data related to the research.

3.3.1 Technique and Instrument

Measurement using questionnaires and indirect communication through interviews were used as the data collection methods employed in this research. Measurement is a technique that involves determining the method of data collection. Data on students' reading comprehension difficulties were gathered for this study using a questionnaire and interview as the research instrument.

a) Questionnaire

A set of questions is included in the questionnaire, a research instrument used to collect data from respondents. According to Satya & Roopa (2017), a questionnaire is a method of gathering data in which respondents are given a list of written questions to complete. To identify the contributing causes of students' reading comprehension difficulties, questionnaires are used. In this study, the respondent selects their response on a closed-ended questionnaire. To identify the students' reading comprehension difficulties, a questionnaire was used. In this study, respondents chose their responses on a closed questionnaire. Questionnaires include difficulties experienced by students related to vocabulary, deciphering words or sentences, grammar, sentence structure, determining topics or main information, and also explaining things (inference) or answering questions related

to reading texts. Not only related to linguistic elements, the questionnaire also contains questions related to obstacles in terms of reading motivation, strategies, and the students' reading process. In this case, the researcher used a rating scale questionnaire where the Likert scale was used to get data from participants. A psychometric response scale called the Likert scale was commonly used in questionnaires to gauge participants' preferences or levels of agreement with a proposition or collection of statements or questions. These questionnaires consist of five different responses to every statement or question to assess students' difficulties. It required the subject to check on a five-point scale, which consists of the responses very disagree, disagree, neutral, agree and very agree. Respondents were given a questionnaire to answer all of the statements and questions. It is shown in the following table:

Table 3.1 Categorization of students' difficulties in reading comprehension

Category	Indicators	Item numbers	Total
Language knowledge	1. Lack of language knowledge about English texts a. Lack of knowledge about generic structure of certain types of text in English b. Lack of grammatically knowledge	1, 2	2
Learners' background knowledge	1. Lack of prior knowledge about English passage a. Unfamiliar cultural context b. Lack of knowledge about vocabulary c. Unfamiliar with the types of text	3, 4, 5, 6	4
Motivation	1. Lack of motivation to learn reading a. Lack of desire to read English text b. Lack of interest when reading English text c. Lack of interest in topic of the text	7,8,9	3
Reading strategy	1. Lack of effective strategies when reading a. Lack of interest in learning technique when reading b. Read every sentence carefully to comprehend the text	10, 11, 12	3
Reading process	1. Lack of interaction between a reader and the text	13, 14, 15	3

	<ul style="list-style-type: none"> a. Lack of predicting the probability of what to come next in the text b. Lack of concentration when reading c. Lack of understanding of the information in the text 		
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b) Interview

Researchers used written interviews with students. The researcher uses a semi-structured interview technique, and the purpose of this interview technique is to provide additional data related to other difficulties faced by students in reading comprehension. In addition, interviews were also conducted to find out several factors that cause students to experience difficulties with reading comprehension.

3.3.2 Procedure

There are several procedures that must be carried out by researchers in order to collect the data needed to answer the research problems. The procedures that must be carried out are:

- 1) The researcher obtains permission from the English department to conduct the research.
- 2) The researcher compiled a questionnaire containing questions from each instrument scale, which were randomly distributed throughout the questionnaire. The researcher also compiled a list of interview questions that aimed to find out the difficulties and causal factors faced by students in reading comprehension. Questionnaires and interviews were used as instruments for collecting the data.
- 3) The researcher conducts the research.
 - a) The researcher attends the class and then informs the respondents, in this case the students, to take their time to fill out the questionnaire that will be given.
 - b) Researchers distribute questionnaires to students.
 - c) After giving a questionnaire to find out the difficulties faced by respondents, the researcher then conducted an interview session. Interviews were conducted to obtain additional data regarding any difficulties or whether respondents faced

other difficulties in reading comprehension. Interviews were also conducted to find out some of the factors that caused respondents to have difficulty with reading comprehension.

- 4) The researcher doing the data analysis.
 - a) After giving questionnaires to students and conducting interviews, researchers analysed the results of the responses given by students.
 - b) Researchers then obtain data related to difficulties and factors that cause difficulties faced by students in reading comprehension.
- 5) In the final step, the researcher concludes the difficulties and factors that cause difficulties faced by students in reading comprehension.

3.4 Data Analysis

- 1) The data obtained from the questionnaire is collected, and data analysis is carried out.
- 2) Any information obtained through interviews is analysed and concluded descriptively.
- 3) Data collected from questionnaires and interviews were collected for further analysis and, in the end, concluded by the researcher.
- 4) The data analysis technique used by the researcher is descriptive percentages. To find out the students' difficulties, the researcher used a Likert scale in the questionnaire that had been prepared. It was assessed with the following scale called Likert scale for students' difficulties:

Table 3.2 Score of Likert scale

Option	Score of scale
Very disagree	1
Disagree	2
Neutral	3
Agree	4
Very Agree	5

- 5) The responses obtained through the questionnaire in the form of interpretation results on the Likert scale were then described by the researcher. To get the interpretation result using the formula as follow:

$$\%SRS = \frac{\sum SRS}{SRS Max} \times 100\%$$

Information:

- %SRS = Percentage of students' response
 \sum SRS = Total of students' response
 SRS Max = Maximum score of all items

After that, the researcher looked for the criterion in the percentage of each item with the following table (Satriani, 2018):

Table 3.3 Response criteria for students' difficulties

Percentage	Criterion
0% - 19.99%	Very Weak
20% - 39.99%	Weak
40% - 59.99%	Average
60% - 79.99%	Strong
80% - 100%	Very Strong

- 6) To obtain additional information, the researcher conducted interviews to obtain information related to other difficulties, causal factors and also strategies that students can use to overcome difficulties in reading comprehension.