CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the researchers methods, including research design, research subject, data collection, and data analysis.

3.1 Research Design

In completing this research, the researcher used qualitative methods. This means that the data collected were not in the form of numerical data but from interviews and observations. Qualitative research is descriptive research and tends to use analysis (Busetto et al., 2020). The purpose of using a qualitative approach is to find out the teachers' perspective on the application of the Repeated Reading Method at class 8 SMPN 2 Campurdarat Tulungagung. Then, the data obtained will be systematically described based on the teachers' perspective on applying the Repeated Reading Method at class 8 SMPN 2 Campurdarat Tulungagung.

3.2 Research Subjects

This section describes the subjects to be studied, namely 3 teachers' who teach English at class 8 SMPN 2 Campurdarat Tulungagung. The following are the names of the teachers who teach English:

Name	Gender	Tenure
SK	Male	15 years of tenure
SU	Female	26 years of tenure
EL	Female	15 years of tenure

Table 1. List of class 8 English teachers' at SMPN 2 Campurdarat Tulungagung

They teach class 8 students of SMPN 2 Campurdarat Tulungagung. Researchers conducted interviews and observations with the three English teachers. This research was conducted from July 28 to August 11, 2023. These three class 8 English teachers have applied the Repeated Reading Method to students, therefore the researchers is interested to find out the teacher's perspective regarding the application of the Repeated Reading Method in the English class of SMPN 2 Campurdarat Tulungagung.

3.3 Data Collection

Data collection includes techniques and instruments and procedures carried out in research. Data collection is the main stage in research that can affect the quality of achieving results by reducing the possibility of errors that may occur during the research project (Taherdoost, 2021). The research was conducted for 2 weeks. The data collection methods that researchers use are interviews and observations.

3.3.1 Technique and Instrument

3.3.1.1 Interviews

Interviews in qualitative research are useful for exploring the experiences and opinions of English teachers in order to increase understanding of reality (Taherdoost, 2021). The interview method used is semi-structured, meaning that the interview questions have been prepared by the researcher, but the questions can be changed according to what the respondent wants in order to collect data more accurately and easily in data processing. The

interview was conducted once for each class 8 English teacher of SMPN 2 Campurdarat Tulungagung. The interview questions were based on others research developed by the researcher. Interviews were conducted for 9-12 minutes for each teacher. The interviews were conducted using Bahasa Indonesia, the results of which will be translated in the next chapter. Interviews using Indonesian were chosen because not all teachers are fluent in English in conversation, so the researcher chose to use Indonesian to be more flexible.

3.3.1.2 Observation

Observation is the observation of a process that requires prolonged involvement and diligent observation in the activity (Smit & Onwuegbuzie, 2018). The researcher was at the place of observation to obtain valid evidence for the report to be submitted. Then, the researcher recorded information as seen during the teaching process using RRM. In this observation, the researcher used a type of non-participant observation, where the researcher only directly observed the state of the object, but the researcher was not active and participated directly. The observations made are expected to obtain data that is appropriate or relevant to the research topic. The research was conducted for one week by observing the learning of three English teachers in class 8. Observations were conducted for 30-40 minutes for each

English teacher. The thing that will be observed is the process of implementing the Repeated Reading Method by the class 8 English teacher of SMPN 2 Campurdarat Tulungagung.

3.3.2 Procedure

In collecting data, the researcher followed the steps below to facilitate the data collection process:

1. The researcher prepared structured questions to conduct interviews with 3 English teachers.
2. The researcher made observations at the research site with the class 8 English teacher of SMPN 2 Campurdarat Tulungagung.
3. Researchers conducted interviews with three class 8 English teachers at SMPN 2 Campurdarat Tulungagung.
4. Researchers recorded the results of observations and interviews with class 8 English teachers at SMPN 2 Campurdarat Tulungagung.
5. Researchers also conducted documentation to be used as support in the research.
6. After completing the interview, the researcher processed the data obtained in the study.

3.4 Data Analysis

Data were examined after the data collection process was completed. According to the Migrant & Seasonal Head Start Technical Assistance Center of the Academy for Educational Development (AED), data analysis is a process

of interrelated activities aimed at extracting useful information from the information received. Processing interview transcripts, field notes, and document reviews are one of the data analysis techniques. Data analysis also has components. According to Miles, et al. (2014) there are three components of qualitative data analysis, namely:

1. Data Condensation

    The process of selecting, focusing, summarizing, abstracting, and transforming data included in the overall content of field notes, interview transcripts, papers, and other empirical materials is known as data condensation. Data condensation strengthens the information. In this study, data was collected through observation, and interviews, which means that the results to be analyzed are field notes and interview transcripts.

    In the field notes, researchers focused on the activities carried out by English teachers in delivering subjects with the Repeated Reading Method. While in the interview section, the researcher started by asking general questions to more focused questions to explore the expected answers related to the RRM perspective by the class 8 English teacher of SMPN 2 Campurdarat Tulungagung.

2. Data Display

    Data display is the second important strand of the analysis activity. In general, data display is a compact, structured arrangement of information that allows actions and conclusions to be taken. Observing

the display allows us to understand what is happening and to act either by conducting additional research or by acting on that understanding.

The data from this study are in the form of field notes from observations, interview results and documentation that allow researchers to present the collected data descriptively. Field notes contain activities carried out by teachers in the application of RRM, while interviews contain teachers' perspectives on the application of RRM in English lessons in class 8 SMPN 2 Campurdarat Tulungagung.

3. Drawing and Verifying Conclusions

Drawing and Verifying Conclusions is a set of information arranged for drawing conclusions and taking action. Researchers will more easily understand what activities have occurred if the data presented is appropriately detailed. Then, the researcher draws conclusions from the analysis that has been done and rechecks it with evidence that has been found in the field.

Researchers draw conclusions according to the data obtained in the field. Through observations and interviews, researchers can conclude that the Repeated Reading Method can help in the English learning system of class 8 SMPN 2 Campurdarat Tulungagung.