

CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a mixed-method approach, in which quantitative and qualitative data were collected concurrently. This research aims to analyze the students' difficulties and the factors causing their difficult in reading comprehension of three genre text. This mixed approach incorporates both statistical data (quantitative data) and theories or personal experiences (qualitative data), it provides a greater grasp of the study subject than relying on one data set (Creswell, 2015, p. 20).

This research is divided into quantitative and qualitative parts, each of these steps is conducted sequentially before integrating quantitative and qualitative findings to gain a fuller understanding of the research questions and phenomena. Then, the quantitative and qualitative stages' data are combined in a single mixed-method research.

B. Research Setting

This research was conducted in SMPN 1 Lubuk Pakam. The subjects of this research are the eighth grade students in SMPN 1 Lubuk Pakam. The researcher choose this school because the researcher found that the students in this school are still have low interest in studying English, and the students in this school have difficulty in reading and understanding text.

C. Population and Sample

1. Population

Sugiyono (2015) stated that population is a generalization area which consist of: objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then conclusion drawn. The population of this research is the students in SMPN 1 Lubuk Pakam. The researcher choose the students at eight grade which is consist 5 classes with each of the class has 29-31 students in it, and the English teachers.

Table 3.1 Total population of the students

VIII – 1	31
VIII – 2	30
VIII – 3	29
VIII – 4	29
VIII – 5	31
Total	150

2. Sample

According to Sugiyono (2012:73), a sample is a part of the quantity and characteristics possessed by the population. The sample taken from the population must be truly representative. According to Arikunto (2012), if the populations are more than 100 people, then the sample should be taken from 10-15% among the population.

The sampling technique used in this research is non-probability sampling. Non-probability sampling technique is a sampling technique that does not provide equal opportunities for each element or member of the population to be selected as a sample (Sugiyono, 2012: 53). The type of non-probability sampling used is purposive sampling. Purposive sampling is a sampling technique that can be used if the researchers have certain considerations in sampling or determining samples for specific purposes. Based on the data above, researcher choose 150 students to participate in reading test, then the researcher take the students with lowest score to participate in answering questionnaire. To strengthen the data researcher also need the English teachers to be interviewed.

D. Research Instrument

In conducting this research, the researcher used three research instruments, they are; reading test, questionnaire, and interview. First, to answer the research question the researcher used reading test to know what Components of reading comprehension are difficult for the students. Then, the researcher gives a questionnaire to the students and conducts an open-ended interview with the teachers to gain strong data about the factors of students' difficulties.

1. Reading Test

The types of reading test that used in this research was multiple choice. The reading test used in this study was taken from reading questions that were tested in the 2021-2023 school exams. The researcher has collected questions that had been tested at school, then sorted out several questions that contained narrative text, recount text, and descriptive text. The researcher conducted a test which

consists of 25 multiple choice questions; 8 questions for descriptive text, 8 questions for recount text, and 9 questions for narrative text.

This is the blueprint of the instrument :

Table 3.2 Blue print of Reading Comprehension Test

Subject	Type	Components of RC	Number of items
Reading comprehension	Multiple choice with 4 options	Finding topic and purpose of the text	1, 7,9,17,23
		Identifying the main idea	2, 10, 18
		Finding word reference	3, 11, 15,19
		Understanding vocabulary (antonyms / synonyms)	4, 8, 12, 20,24
		Making inference / conclusion	5, 13, 21
		Identifying detail information	6, 14, 16, 22, 25

2. Questionnaire

A questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. The questionnaire that was be given to students contains several positive and negative statements. In the questionnaire there are several options written in number 1 to 5, they are; 5 (strongly agree), 4 (agree), 3 (undecided), 2 (disagree) and 1 (strongly disagree). Students are asked to circled or cross out the option that they choose. The questionnaire consists 15 statements.

Table 3.3 Blueprint of questionnaire

Subject	Indicators	Number of Items
Students' difficulties	Vocabulary knowledge	1, 4, 12, 13
	Interest and motivation	2, 6, 9, 11
	Complexity of the text	3, 8, 14
	Lack of fluency	5, 15
	Environmental effect	7, 10

3. Interview

According to Moleong (2010), the conversation in interview sessions is carried out by two parties; the interviewer who asks questions and the respondents who responds to the questions. The interview is going to figure out the factors that cause students' difficulties in reading comprehension from the Teachers' perspective.

Table 3.4 Blueprint of interview

Subject	Indicators
Difficulties in Reading comprehension	Difficult in finding topic and purpose of the text
	Difficult to identifying the main idea
	Difficult to finding word reference
	Difficult to understanding antonyms / synonyms
	Difficult in making inference / conclusion
	Difficult in identifying detail information
Factors of difficulties	Have no motivation and interest in reading
	No support from the environment

E. Techniques of Data Collection

1. Test

Technique of collecting the data that researcher did first is give the students test about reading text. The researcher give reading text to the students to measure the students' ability in reading. By giving the test, the researcher tried to find out whether the students can answer the test well or not. The right and wrong answer from the students was use as an indicator whether the students find the difficulties or not. The researcher conducted a test which consists of 25 multiple choice questions; 8 questions for descriptive text, 8 questions for recount text, and 9 questions for narrative text.

2. Questionnaire

The questionnaire has given to the students after researcher got the score of students' reading comprehension test. The researcher was selected around 60% of the students with unsatisfied scores to be given a questionnaire, so that it can answer this research question regarding students' difficulties in understanding reading and factors caused it. Students with the score 60 to the lowest have to answer the questionnaire.

3. Interview

The next phase of this research is interview with the teachers. After the researcher got the result from the students' reading test and questionnaire, the researcher has conducted an interview with the English teachers to strengthen the result. There was several questions to ask to the teachers.

F. Technique of Data Analysis

1. Quantitative data

Data analysis techniques are the process of collecting data systematically to make it easier for researchers to reach conclusions. The researcher utilized a mixed-method design, so the data analysis technique was separated into two parts: quantitative and qualitative data analysis. For the quantitative data analysis, the researcher utilized this percentage formula to analyze the percentage of the difficult item of each reading aspect.

P= Percentage

F= Frequency

N= Total of Students

$$P = \frac{F}{N} \times 100\%$$

2. Qualitative data

As for the qualitative data analysis, the researcher used the Miles, Huberman, and Saldana model to analyze the data. They stated qualitative research we do analyze three components (Miles et al., 2014, p.30-32). They are data condensation, data display, and conclusion.

1) Data Condensation

Data condensation is the process of choosing, focusing, simplifying, abstracting, and/or modifying data from the whole written-up field notes, interview transcripts, documents, and other empirical materials. Hence, at this stage, the researcher

needs to summarize, select the major points, focus on the most significant points, and identify the issue. The researcher selects the most important items from the acquired data.

2) Data Display

The second stage in qualitative data analysis is to create a data display. Data display is the process of organizing, compressing, and combining information in order to validate the researcher's conclusions and activities. This stage involves exhibiting the data collected throughout the qualitative research procedure.

3) Conclusion

The final stage of the data analysis process is conclusion. Conclusion is a technique that can answers to the research's questions and objectives. The researcher checks and concludes the answers to the research questions at this step by displaying data.