

CHAPTER III

RESEARCH METHOD

A. Research Types

This research employs a qualitative research design, which aims to find and explore problems in teaching reading comprehension at SMPN 7 Kota Bukittinggi. Qualitative research allows for an in-depth exploration of teacher's experiences, beliefs, and practices, making it suitable for studying how problems show up in teaching process.

Among qualitative research approaches, this study adopts a case study approach. According to Creswell (2013), a case study is used to explore an issue within a bounded system, such as a specific school or group of teachers. This approach enables the researcher to:

1. Explore teachers' beliefs, knowledge, and practices related to reading comprehension.
2. Understand challenges and strategies teachers use to enhance student's reading comprehension.
3. Analyze contextual factors that influence process of teaching reading comprehension in schools.
4. Investigate teacher's understanding in teaching reading.
5. Identify challenges faced by teachers in reading comprehension.

Since qualitative research is context-dependent, data collection will be flexible and evolving, ensuring that findings accurately reflect teacher's lived experiences.

B. Research Setting

The research will be conducted at SMPN 7 Bukittinggi. The setting of the study is chosen based on the relevance of the institutions in implementing reading instruction in an educational environment.

The selection criteria for the research setting include:

1. The presence of active English reading programs in the schools.
2. The availability of English teachers specializing in teaching reading.

C. Data Sources

The data sources in this study are divided into primary sources (research subjects) and secondary sources (supporting informants).

1. Research Subjects

The primary subjects of this study are English teachers at SMPN 7 Kota Bukittinggi who are responsible for teaching reading. Participants will be selected using purposive sampling, meaning only those with relevant experience and knowledge will be included.

The criteria for selecting teachers include:

- a. Teacher who used to teach English.
- b. Familiarity with curriculum guidelines for teaching reading.
- c. Willingness to participate in interviews and classroom observations.

2. Research Informants

In addition to English teachers, the study will include supporting informants to strengthen data reliability through triangulation. These informants may include:

- a. School principals to provide insights into school policies on reading instruction.
- b. Students to describe their experiences with reading lessons if it is needed.
- c. Curriculum coordinators to explain how reading instruction is structured within the school curriculum.

By gathering data from both teachers and additional informants, the study ensures comprehensive insights into how reading is taught, perceived, and improved at junior high schools.

D. Data Collection Techniques

In qualitative research, the researcher is the main instrument for collecting and analyzing data (Creswell, 2013). However, to enhance data collection, the researcher will also use:

1. Interview

Interview containing open-ended questions to explore teacher's perspectives on teaching reading comprehension. Interviews are a fundamental tool in qualitative research, allowing the researcher to explore teacher's perspectives, experiences, and beliefs in depth. Since this study investigates teacher's problems in teaching reading comprehension, interviews will be used to gather rich, descriptive data about problems in teaching reading comprehension.

The study will employ semi-structured interviews, which allow for flexibility while maintaining a focus on key topics. Creswell (2013) explains that semi-structured interviews strike a balance between structured questions (to ensure consistency) and open-ended responses (to allow participants to express their thoughts freely).

Interview Process and Approach:

- a. Developing an Interview Protocol – The researcher will create a structured set of questions while allowing room for follow-up questions based on participants' responses.
- b. Conducting the Interviews – Interviews will be conducted face-to-face or online, depending on feasibility. Each session will last 30–60 minutes and will be audio-recorded with participant consent to ensure accuracy.
- c. Ensuring Ethical Considerations – Participants will be informed of the purpose of the study, their rights to confidentiality, and their freedom to withdraw at any time.
- d. Transcription and Thematic Analysis – All recorded interviews will be transcribed, and key themes will be coded for analysis.

Example Questions in the Interview Guide:

- 1) Can you describe your understanding of teaching reading?
- 2) What strategies do you use to improve students' reading comprehension?
- 3) What challenges do you face in teaching reading, and how do you address them?

By using semi-structured interviews, the researcher ensures that data collection is comprehensive, participant-driven, and adaptable to emerging themes.

2. Observation

Observations provide first-hand data on classroom interactions, teaching strategies, and student engagement. Unlike interviews, which rely on participants' reflections, observations capture real-time instructional practices and classroom dynamics (Creswell, 2013).

Observation Approach and Process:

- a. Non-Participant Observations – The researcher will observe reading lessons without interfering in the teaching process. This allows for an objective understanding of teachers' instructional methods.
- b. Developing an Observation Checklist – The researcher will use a structured checklist to systematically record key aspects, such as:
 - 1) Classroom setting and environment.
 - 2) Teacher's instructional approach and interaction with students.
 - 3) Use of reading strategies (e.g., guided reading, questioning, summarization).
 - 4) Student engagement and responses during reading lessons.
 - 5) Integration of Islamic content in reading activities.
- c. Recording Observations – Field notes will be taken during and after each observation, highlighting significant teaching moments, teacher-student interactions, and classroom engagement.
- d. Triangulating Observation Data – The researcher will compare observation findings with interview responses to ensure consistency in data interpretation.

By systematically recording teaching methods, student participation, and classroom interactions, observations help validate interview findings and provide a richer understanding of reading instruction practices.

3. Document analysis

Document analysis involves examining written materials related to reading instruction to gain insights into curriculum structure, teaching materials, and lesson planning. This method complements interviews and observations by providing concrete evidence of instructional planning and implementation (Creswell, 2013).

Approach to Document Analysis:

- a. Selecting Documents for Analysis – The researcher will review documents such as lesson plans and syllabus to understand how reading instruction is structured, reading materials and textbooks used in the classroom.
- b. Creating a Document Analysis Framework – The researcher will develop a systematic framework to examine documents, focusing on alignment with curriculum objectives, types of reading strategies recommended in lesson plans, and evaluation techniques used to assess reading skills.
- c. Comparing with Interview and Observation Findings – Insights from documents will be cross-checked with interview responses and classroom observations to ensure consistency in data interpretation.

E. Data Analysis Techniques

Following Creswell's (2013) framework, the research will use an interactive data analysis approach, consisting of three main stages :

1. Data Reduction

Data reduction is the process of filtering, selecting, and simplifying raw data while retaining essential information relevant to the research objectives (Miles & Huberman, 1994). In qualitative research, data collection generates large amounts of text-based information, making it necessary to systematically organize and categorize data for analysis.

The first step in data reduction is transcribing raw data collected from interviews, classroom observations, and document analysis. All interview recordings will be transcribed verbatim to maintain accuracy, ensuring that

participants' perspectives are documented precisely. Additionally, field notes from classroom observations will be structured systematically to capture key instructional practices, student-teacher interactions, and the implementation of reading strategies. Any irrelevant or off-topic information that does not align with the research objectives will be excluded from further analysis.

Once the transcription process is complete, the next step is coding and categorization. The researcher will apply three levels of coding to organize and interpret data effectively. The first stage, open coding, involves initially labeling concepts and key ideas that emerge from the data. This step helps in identifying recurring patterns related to teachers' understanding, strategies, and challenges in teaching reading. The second stage, axial coding, focuses on grouping related codes into broader categories, allowing the researcher to establish connections between themes. Finally, in selective coding, the researcher will identify core themes that directly address the research questions, ensuring that the findings remain focused and relevant.

To further refine the data, the researcher will conduct thematic analysis, grouping information into key themes. These themes may include teachers' understanding of reading instruction, teaching strategies used in reading lessons, challenges encountered in reading comprehension, and the role of Islamic values in reading instruction. Identifying recurring patterns across different participants will allow the researcher to draw meaningful insights and establish consistent trends in the data.

2. Data Display

After data reduction, the next step in the analysis process is data display, which involves organizing and presenting the reduced data in a structured and meaningful manner. Miles and Huberman (1994) emphasize that displaying data in an accessible format helps researchers identify patterns, relationships, and emerging themes, making interpretation easier. In qualitative research, data is often presented using tables, matrices,

narratives, and visual diagrams to provide a clearer understanding of the findings.

One of the primary methods of displaying data in this study is through thematic matrices and tables. These allow for the comparison of responses across different participants, making it easier to identify commonalities and differences in teachers' understanding of reading instruction. For instance, a table may summarize the reading strategies employed by different teachers, the challenges they encounter, and their approaches to integrating Islamic values in reading instruction. This comparative method ensures that patterns in the data are easily recognizable.

In addition to structured tables, narrative descriptions will be used to present qualitative data in rich, detailed accounts. These descriptions will include direct quotes from participants, which help capture the authenticity and depth of their experiences. By incorporating participants' voices, the study ensures that teachers' perspectives on reading instruction are accurately represented, giving deeper insight into their beliefs, strategies, and challenges.

3. Conclusion Drawing and Verification

The final stage of data analysis is conclusion drawing and verification, where the researcher interprets the findings and ensures their credibility through validation techniques. Creswell (2013) emphasizes that drawing conclusions in qualitative research is an ongoing and iterative process, requiring researchers to continuously reflect on the data, compare findings with existing literature, and verify interpretations for accuracy.

To draw meaningful conclusions, the researcher will begin by synthesizing the key themes identified during the data reduction and display stages.

While using interactive data analysis approach, conducting interviews with teachers is an effective way to assess their understanding of teaching reading, as it allows for in-depth exploration of their knowledge, beliefs, and instructional practices. To ensure that the interview provides valuable and

relevant data, it is important to use well-structured questions and a systematic approach to analyzing responses.

Structuring the Interview

To effectively assess teachers' understanding, the interview should be designed with open-ended questions that allow teachers to explain their experiences, methods, and challenges in teaching reading.

Analyzing Interview Responses

Once the interviews are conducted, the responses should be analyzed systematically to identify patterns, strengths, and areas for improvement.

- a. Thematic Analysis: Categorize responses into themes such as instructional strategies, challenges, assessment methods, and teacher training.
- b. Comparative Analysis: Compare answers from different teachers to identify common challenges or best practices.
- c. Triangulation: Cross-check interview findings with classroom observations and lesson plan analysis to verify consistency in teachers' understanding and practices.