

CHAPTER III

RESEARCH METHOD

A. Research Types

Qualitative research is a type of research used by the researcher. Qualitative research is a type of research that produces findings that cannot be achieved through quantification or other statistical techniques. Qualitative research starts with assumptions and uses interpretive or theoretical frameworks to study research problems and understand what people or groups think about a social or human problem. (Murdiyanto, 2020; Creswell, 2013)

The purpose of qualitative research is to generate new knowledge by exploring and understanding the phenomena under investigation. The qualitative method enables researchers to develop a comprehensive and nuanced understanding of complex social phenomena. (Soegiyono, 2011)

Researcher use a document or content analysis method. According to Nasution (2023) document study is one method of collecting qualitative data by viewing and analyzing documents made by the subject themselves or by others about the subject. This is in line with the opinion of Ary et al. (2010) state that the document material can be in the form of public records, textbooks, letters, films, cassettes, diaries, themes, reports, or other documents.

In this study, the researcher uses an English textbook called 'English in Mind' for Grade VIII Junior High School. This textbook is a second edition of a collaboration between the Curriculum and Book Center of the Indonesian

Ministry of Education, Culture, Research, and Technology and the Cambridge University Press in England. In this case, the researcher will identify and analyze the reading comprehension assessment questions found in this book based on Brown's theory.

B. Data Sources

In qualitative research, how valid the data is depends a lot on where the information comes from and how it was collected. Data sources can be obtained from various sources. According to Murdiyanto (2020) data sources can be divided into two categories as follows: (1) Primary data is the main data obtained directly from the original source or without intermediaries. (2) Secondary data is additional data obtained indirectly through intermediaries or obtained and recorded by other parties.

1. Primary data

The primary data in this study is an English textbook for students entitled “English in Mind” second edition - special edition student book 1 for VIII grade Junior High School students. This book is a collaboration between the Curriculum and Textbook Center of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia and Cambridge University Press in the United Kingdom. The book was written by Herbert Ouchta and Jeff Stranks and published in 2021 by the Textbook Center of the Standards, Curriculum, and Education Assessment Agency.

2. Secondary data

The secondary data in this study consists of all articles, journals, and books that can be used and are relevant to the core topic of this study.

C. Research Instrument

Research instruments are tools used to measure observed natural and social phenomena. In qualitative research, the primary instrument is the researcher or members of the research team. Therefore, it is imperative to delineate the individual who will serve as the research instrument. Alternatively, once the problem and focus have been elucidated, the researcher may elect to utilize the instrument. (Soegiyono, 2011)

In this research, the research instrument in this study is the researcher who is equipped with a theoretical table containing indicators of each type of reading comprehension assessment based on brown's theory. This theory helps researcher analyze each unit of reading comprehension assessment in the textbook. The following is the theory of the table that will be used as a research instrument:

Table 3. 1 Table of Brown's Theory

No	Types of Reading Assessment	Definition	Sub- Types	Concept	Indicat or Code

1.	Perceptive reading	Involves broader reading components, letters, words, punctuation marks, and other symbols with implicit bottom-up processing.	Reading aloud	Reading letters, words, or short sentences aloud in front of people	Pr-Ra
			Written responses	Rewrite the information that has been read based on the text as an answer to the question.	Pr-Wr
			Multiple choice	Multiple-choice answers can also be very useful for low reading levels, including same/different, circle the answer,	Pr-Mc

				true/false, choose a letter, and matching.	
			Picture cued items	Image identification based on question commands, namely sentence identification, true or false sentences, word identification, and multiple choice based on images.	Pr-Pci
2.	Selective reading	Assess reading ability in recognizing lexical,	Multiple choice	This assessment selects one of three or four answer choices	Sr-Mc

		grammatical , or linguistic features of		for reading comprehension , vocabulary, and grammar.	
		short reading passages using bottom-up and top- down processing.	Matching tasks	Answering correctly and matching accurately.	Sr-Mt
			Editing tasks	Editing grammar, but also finding errors in written texts.	Sr-Et
			Picture cued tasks	Identifies the use of pictures as cues for the perceptual recognition of symbols and words.	Sr-Pct
			Gap- filling tasks	Complete the sentences with	Sr-Gft

				the correct words.	
3.	Interactive reading	The process of understanding the meaning of a text by identifying lexical, symbolic, grammatical, and reading elements through top-down processing.	Cloze tasks	An assessment that requires filling in the gaps in incomplete sentences, requiring knowledge of the discourse in the text.	Ir-Ct
			Reading + comprehension question	Answer questions by paying attention to the text being read. Usually with the command “read the text and answer some questions.”	Ir-Rcq

			Short answer tasks	Answer questions with short-answer sentences or two sentences based on the text.	Ir-Sat
			Editing longer tasks	Editing texts with greater complexity, paying attention to various aspects such as modal auxiliaries, verb complements, noun clauses, and so on.	Ir-Elt
			Scanning	Read and identify text quickly to find	Ir-S

				relevant information.	
			Ordering tasks	Putting sentences in an acceptable order.	Ir-Ot
			Information transfer: reading charts, maps, graphs, and diagrams	Understanding and drawing conclusions from graphs, maps, diagrams, and charts.	Ir-Itmngd
4.	Extensive reading	Identify and read texts quickly to gain a broader understanding	Skimming	Read quickly to find the main ideas, purpose, author's point of view, and so on.	Er-Sk

		ng of long texts through top- down processing.	Summarizi ng and respondin g	Create conclusions and give an opinion from a reading text, minimal in one paragraph.	Er-Sr
			Note taking and outlining	Assessment of reading comprehension by making notes and compiling a framework that presents ideas.	Er-Nto

D. Techniques of Data Collection

The data collection technique used by the researcher in this study is documents. According to Soegiyono (2011) documents are records of past events that can take the form of writing, images, or works by a person. This aligns with the view of Ary et al. (2010) who define the term “document” as referring to various types of written, physical, and visual materials that can

be personal in nature, such as autobiographies, diaries, and official documents such as files, reports, textbooks, and notes.

In this study, the researcher collected data from an English textbook entitled “English in Mind” for grade VIII Junior High School. The first step is for the researcher to read the contents of the book, which consists of several sub-units. After that, the researcher will identify the reading comprehension assessment in the reading sub-material and analyze it based on Brown's theory.

E. Techniques of Data Analysis

After collecting the research data, the researcher analyzed it, which required analysis techniques. In this study, the researcher used the Miles and Huberman model for the technique of data analysis. According to Soegiyono (2011) the Miles and Huberman model for the technique of data analysis consists of three activities, namely data reduction, data display, and conclusion drawing and verification.

1. Data reduction

By reducing data, researchers summarize, extract important data, focus on what is important, and look for themes and patterns. Thus, the reduced data will provide a clearer picture and make it easier for researchers to collect additional data and search for data if necessary. In this case, after the researchers collected and identified the reading comprehension assessments in the textbooks, the researchers then reduced the data by giving certain codes.

2. Data display

After the data is reduced, it is then displayed. Data display is described in the form of brief descriptions, charts, relationships between categories, and the like. Displaying data makes it easier to understand the content of the analysis and facilitates planning based on that understanding. Qualitative data display is often described through narrative text, but it can also take the form of tables, matrices, graphs, networks, and charts. In this case, researchers display the data that has been reduced using tables based on Brown's theory and explain the data in the form of narrative text.

3. Conclusion drawing and Verification

The next step is drawing conclusions and verification. This conclusion is still tentative, but if it is supported by valid evidence, it can be considered credible. In qualitative research, conclusions are new findings that have not been previously identified. These findings can take the form of explanatory descriptions. In this case, the researcher draw conclusions from the data that has been identified and analyzed based on Brown's theory.