

CHAPTER III

RESEARCH METHODOLOGY

3.1 Location of the Research

This research was conducted at MTS Babul Ulum. It is located at street Tax Rambe No. 58, Martubung, Kec. Medan Labuhan, Medan City, North Sumatra 20252.

3.2 Research Design

This research applied qualitative and quantitative method. This method is called mixed method. This method was applied in this research to answer two research questions in this research related to students' reading comprehension level as the first research question and factors that cause students to face difficulty in comprehending narrative text as the second research question that impact on the most dominant students' reading comprehension levels in narrative text by the ninth-grade students of MTS Babul Ulum Medan. The mix method used in this research was necessary to answer the formulation in the research problem that had been made in chapter I, the formulation of the first problem was answered through a quantitative method and the formulation of the second problem was answered through a qualitative method. This method was combined the data that found from one method with another, the method was done through test first to get quantitative data then followed by qualitative data, in this case using interview.

Researcher processed the data by following explanatory sequential mixed methods. This method is one method in which the researcher first conducted quantitative research, analyses the results and then builds on the results to explain them in more detail with qualitative research. It is considered explanatory because the initial quantitative data results are explained further with the qualitative data. It is considered sequential because the initial quantitative phase is followed by the qualitative phase. (Creswell, 2017:145). Based on the

explanation above, this research used sequential strategies by following the technique of exploratory strategies. So, the first stage was to conduct a reading comprehension test to get students reading comprehension levels and then analyzed qualitative data to explore some factors that cause students to face difficulty in comprehending narrative text.

3.3 Subject of the Study

This research was conducted for the ninth-grade students of MTS Babul Ulum in the odd semester in the academic year 2023/2024 as the subject of the research with a total of 26 students.

3.4. Technique of Data Collection

The researcher used two types of instruments to collect the data, they are reading Essay test and interview.

3.4.1 Reading Essay Test

According to Zainal Arifin (2016: 118), a test is a technique used to carry out measurement activities, in which there are various questions or a series of tasks that must be done or answered by students to measure aspects of student behavior. To collect the data from the research, the researcher collected data based on the English learning outcomes of the ninth-grade students of Mts Babul Ulum Medan.

The researcher came to the school to collect data about English learning outcomes of ninth-grade students at Mts Babul Ulum Medan regarding reading comprehension levels of narrative texts. The researcher gave a test in the form of an essay to ninth-grade students of Mts Babul Ulum Medan to obtain information about students' abilities in reading narrative text. The researcher asked students to answer 10 essays based on a narrative text entitled "The Goldilocks and Three Bears", the essay questions were created based on the level of ability in reading comprehension according to Vacca & Mraz (2016) namely literal, interpretive, and applied levels with question indicators namely; The assessment indicators of

this level are based on questions in each level (a) question indicator for literal comprehension level such as recognition of topic, main idea, character, setting (b) question indicator for interpretive comprehension level such as stating reasons and anticipate consequences and (c) question indicator for applied comprehension level questions such as making judgement and making inference. data by grouping the data based on three level of reading comprehension based on Vacca and Mraz (2016:45), namely literal, interpretive, and applied to determine the most dominant level of students' reading comprehension.

Three levels used in this research were *literal*, *interpretive* and *applied levels*. These levels are different. The differences between the levels can seen from the text features and questions used in sentences or structures in a narrative text given in the test. The researcher got the levels of students' reading comprehension from the result of students' answer sheet based on the test. The purpose of this test result was to know and describe the students' comprehension level in reading narrative text at Mts Babul Ulum Medan. The components to evaluate reading comprehension level of the students using Vacca & Mraz (2016) theory. The following table shows the reading comprehension level based on students' skills to find text features and answer the questions regarding to narrative text:

3.1. Table of Reading Comprehension Levels by Vacca & Mraz (2016).

No	Reading Comprehension Levels	Skills	Questions
1	Literal	Identify the main ideas of the paragraph or short story.	- What happened? - How many? - How did? - Who?

		- Recall details that support the main ideas. - Organize the sequence in which the main events occurred	- What is? - Which?
2	Interpretive/Inferential	- Predict endings and anticipate consequences. - State reasons for events. - Make generalizations	- Why did? - What? - What do you think about? - Can you explain...? - How was this similar to?
3	Applied/Creative	- Make comparisons. - Make judgments. - Make recommendations and suggestions. - Make decisions. - Create alternative endings	- How would you...? - Do you agree? - What would have happened if? - How might? - What effect does? - If you were . . . what would you?

Below are reading essay test taken from text “The goldilocks and three bears” that given to ninth-grade students of Mts Babul Ulum Medan:

1. What is the topic of the text? (Literal Level)
2. What is the text about? (Literal Level)
3. What are the characters of the text? (Literal Level)
4. Where did the location of the story take place? (Literal Level)
5. Who was the name of little girl of the story? (Literal Level)

6. Why didn't she like she sit on the big chair? (Interpretive Level)
7. How did the poor baby bear feel when he found that his little chair broke into pieces?
(Interpretive Level)
8. Why did three bears get very surprised, when they into the kitchen? (Interpretive Level)
9. If you were Goldilocks, what would you do? (Applied Level)
10. What is summary of the text? (Applied Level)

3.4.2 Interview

The interview is verbal communication between the researcher and the informant to get the information. According to Sugiyono (2018:18), the interview is one way of data retrieval which carried out through oral communication activities in the form of structured, semi-structured, and unstructured. In this study, researcher used a semi-structured interview to collect the data about some factors that cause students to face difficulty in comprehending narrative text. The semi-structured interview means when the topics or questions to be asked and planned in advance, but instead of using open questions. The researcher made interview questions related to some factors that cause students to face difficulty in comprehending narrative text that impact on the most dominant students' reading comprehension levels in narrative text by the ninth-grade students of Mts Babul Ulum Medan. Researchers conducted interviews to obtain information about students' abilities, what difficulties they faced in class and how to overcome them, and how students understood narrative texts.

3.5. Technique of Data Analysis

The researcher conducted two analysis of data involving analysis of quantitative and qualitative data.

3.5.1 Analysis of Quantitative Data

The researcher analyzed the quantitative data by using a reading essay test for students in the form of narrative text. Reading essay test consist of 10 multiple essay

questions from the narrative text. Each question also used levels of reading comprehension. As for the assessment and classification of students' reading comprehension levels of narrative texts, they are classified based on their scores, as proposed by Hughes (2003)

Table 3.1: Scoring of Reading Comprehension

Classification	Score
Excellent	100-90
Good	89-70
Average	69-50
Poor	49-30
Very poor	< 29

To give the score of students in each answer from the given test by using a formula:

$$S = \frac{100}{N} \times CA$$

S = Score

N = Number of Items

CA = Correct Answer

Meanwhile, to determine the number of students' average scores and to analyze the tabulation of data in percentages, the researcher used a simple formula proposed by Gay (1981) and then compared with the students' average scores determined at school to describe how students' ability in reading comprehension from this research were based on reading comprehension level tests given by researchers to students. The formula is as follows:

$$X = \frac{\sum x}{N}$$

Description:

X = Average value

Σx = Amount the value of all students

N = Number of students

The researcher analyzed the data based on the reading essay test of English learning outcomes of the ninth-grade students of Mts Babul Ulum. Then, the researcher analyzed the data by giving description about levels of students' comprehension based on Vacca & Mraz (2016) theory.

3.5.2 Analysis of Qualitative Data

The researcher used qualitative data with the interview. The interview was to explore some factors that cause students to face difficulty in comprehending narrative text. The researcher presented the data after all interviews conducted and followed these steps below:

1. Categorizing the Interview Transcription/Data Display

Categorizing the data helped researcher to read and understand the data, categorizing here based on the participants questions and responses. In this categorizing, the researcher also used the audio recorder for measure the transcription data.

2. Coding the participants responses

Researcher coded the participants responses based on some factors that cause students to face difficulty in comprehending narrative text.

3) Conclusion

Researcher concluded the interview data after categorizing and coding than have a final conclusion. Analyzing the interview data with this stage; data reduction, data display, and conclusion or verification.'

3.6. Trustworthiness of the Study

To prove and to check the data trustworthiness, the researcher used triangulation data to get the validity of data. Moleong (2002:278) stated that triangulation is the technique of examining the trustworthiness of the data which uses things outside the data in order to

examine the data and to compare the data. According to Lexy (2000:178) triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. So, triangulation data is the way to recheck and compare the data to get valid data. Lexy (2000:178) divides triangulation into four kinds:

- a. Triangulation by using the resources. It means that the researcher compares and checks the credibility of information found in the observation with the data of the interview and compared it with the related documents.
- b. Triangulation by using the method. It means that the researcher checks the credibility the data of the research and the data resources by using several data-collecting techniques and analyzed them by the same method.
- c. Triangulation by using investigator. It means that the researcher rechecks the credibility of his data by her own research or other researchers.
- d. The last technique is triangulation by using theory. It is a technique that uses multiple theories to help interpreting and explaining the data.

In this research, the researcher used triangulation by using investigator as the trustworthiness. The researcher rechecked the data with a teacher. The teacher is Amiruddin at Mts Babul Ulum. He is one of the English teachers in MTS Babul Ulum. The inter-raters were used in this research to assess students' comprehension levels. Then researcher determined whether the test results were reliable for analysis. The criteria to assess students' comprehension was based on comprehension levels: literal, interpretive, and applied.

The comprehension questions based on comprehension levels are literal comprehension consisting of *who*, *what*, *when*, and *where* questions. Interpretive comprehension consists of *why*, *what if*, and *how*. Applied comprehension consists of what the text imply (Vacca & Mraz, 2016). After the researchers assessed the instruments, the researcher and the teacher

found consistency about the criteria that described levels of students' reading comprehension in answering the questions. From this assessment, it can be said that the instrument has good reliability. The following table 3.2 shows the component of questions to know students reading comprehension levels of narrative text.

Table 3.2 The Component of Questions Items

No	Questions Item	Reading Aspects
1	1	Topic
2	2	Main Idea
3	3	Character
4	4	Setting
5	5	Plot
6	6	Stating Reasons
7	7	Anticipating Consequences
8	8	Stating Reasons
9	9	Making Judgement
10	10	Making Inference