

CHAPTER 3

RESEARCH PROCEDURES

3.1 Method of the Research

Descriptive qualitative research was used to collect the data for this study because numerical and statistical information was not required. This approach aims to be as accurate and descriptive of participants' experiences as possible without requiring a highly theoretical background. The most popular justification for using a descriptive technique is to give plain accounts of experiences and views, especially in the areas that the study was concentrated on (Sandelowski, 2010). The research focuses on academic reading, which is meant to be intricate, deliberate, and critical and necessitates that readers carefully analyze, interpret, and synthesize the text (Sengupta, 2002). When reading at the university level, one must have more sophisticated analytical abilities and engage in higher-order thinking, including taking the author's assertions into account, using what they have read to solve issues, and synthesizing what they have read (Afflerbach, Cho, & Kim, 2005).

In order to manage and regulate their cognitive strategy processing for optimal performance, readers' intentional mental activities were also a part of metacognitive strategies (Phakiti, 2003). It specifically refers to the use and synthesis of several research methodologies, ideas, and others in the investigation of a single topic. Therefore, based on how EFL students progress in answering TELP reading comprehension questions, it must be concluded from the results of this study that reading strategies are helpful for them.

3.2 Focus of the Study

The study examined reading comprehension by conducting in-depth or semi-structured interviews with students to learn about their strategies for completing TELP. The researcher chose the words, phrases, sentences, narratives, and conversations that would be the subject of the study's analysis. Primary data sources and secondary data sources are two different categories of data sources.

- 1) Primary Data Source; the results of an interview that includes words, phrases, and a dialog on students' methods for completing TELP form the basis of the main data source.
- 2) Secondary Data Source; the secondary data sources are derived from further studies that are linked to the topic, including books, papers, journals, websites, and websites.

3.3 Setting and Participants

This research was conducted at Siliwangi University in Tasikmalaya City during the project. The participants in this study are four students that already did TELP with a higher score or qualified for the minimum score in the range of 19- 23 years old. The data gathered in this research was collected through a semi-structured interview. As part of this project the data gathered from June 1st – 14th, 2023 in offline/ online interview, audio recording and field notes.

3.4 Technique of Collecting the Data

The research started by using a depth/semi-structured interview to obtain detailed information about how their strategies in answering reading comprehension of

TELP using audio recording. Semi-structured interviews were used in the form of open-ended questions as a data collection technique. Semi-structured interviews consent researchers to ask probing, open-ended questions and want to identify the independent thinking of each participant (Newcomer, Hatry, & Wholey, 2015). To assess the metacognitive reading methods used by EFL students, Taraban et al. (2004) developed a semi-structured interview that was linked to the topic and combined with an indicator based on the MRSQ (Metacognitive Reading Methods Questionnaire).

3.5 Technique of Analysing the Data

The researcher analyzed the data by using thematic analysis to find the most common strategies in reading comprehension used by students. The analysis, according to Miles & Huberman (1994), entails three simultaneous activities: data reduction, data presentation, and conclusion drawing/verification.

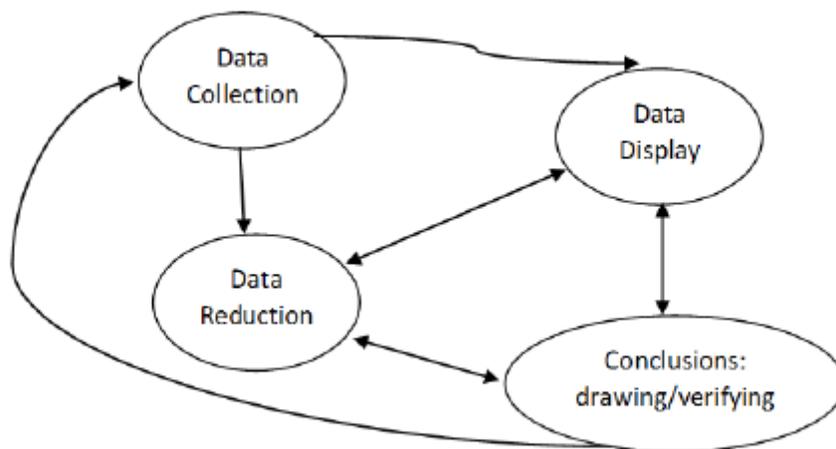


Figure 2. Components of data analysis: (Interactive model based on Miles and Huberman, 1994)

The three simultaneous operations that make up data analysis are data reduction, data visualization, and conclusion drawing/verification. The data will progress according to the result, they are:

- 1) The Process of Selecting Data; the process of choosing the proper data source, data type, and equipment to collect the data is known as data selection. The choice of primary and secondary data constitutes the desired data. Writing Transcript; the transcript is used in collecting the data from audio recording to find the result of the data.
- 2) Coding; based on the number of research questions, the researcher separates it into three groups for the coding procedure. To make it simpler to locate the solution to research problems, this is done.
- 3) Making Cluster; in order to explain and improve the responses that will be utilized to respond to study questions, the researcher writes notes at this stage.
- 4) Making Partitions; data gathered in the past was saved since it was only transitory and will be used again in the verification process to get the final data.
- 5) Writing Memos; Miles & Huberman (1994, p: 73), state that can a researcher do for writing memos, they are:
 - a) Pulling together indicates that appear to have commonalities.
 - b) What is intensely puzzling and surprising about the case.
 - c) Alternative hypotheses and responses to someone else's memo (or analysis).
 - d) Proposals for a specific new pattern code.
 - e) Integrating a set of marginal or reflective remarks already made on field notes.

- f) When the analyst does not have a clear concept in mind but is struggling to clarify one.
- g) Around a general theme or metaphor that pulls together discrete observations.

This method is used to find out the percentage of students faced in solving the problems gained through the experience. Analyzing the word from the story text will lead students to understand the words from the progress of meaning-making in the story text. And finally, we conclude the resulting progress.

3.5.1 Data Reduction

Due to the significant amount of data collected from the field, data reduction analysis is required. Reducing data include summarizing, identifying key components, concentrating on what matters, and identifying subjects and formats. As a result, the condensed data will offer more precise information and facilitate the collection of additional data by researchers. Several techniques may be used to reduce the amount of data, including choosing, concentrating, simplification, abstraction, and transformation of field notes, observations, interview transcripts, and document analysis. According to Miles and Huberman (1994), the research constantly determines which conceptual framework, case, research question, and data collecting technique to choose from the start of the study until the final report is done.

In order to reduce the data in this study, the recorded interview data were converted into verbatim form, the observations were used as field notes, and the results of document analysis were compiled into document analysis texts. The resulting interviews show how undergraduate students use their strategies in answering the reading comprehension TELP tests.

3.5.2 Data Display

Data display comes after data reduction in the analysis of data. Sugiyono (2015) asserts that in qualitative research, data can be presented in the form of concise summaries, charts, correlations between categories, and flowcharts. According to the statement, the material is presented in a pattern of relationships to make it easier to grasp. Additionally, Miles and Huberman (1994) advise employing narrative text, images, matrices, networks, and charts to present data. As a result, the researcher will incorporate tables, brief notes, and narrative texts into this study.

The result was displayed in the form of question and answer table. Each participant had answering the question according to their experience without formality in linguistic conventions to make sure the data was valid. The data show how undergraduate students use their strategies and validate with the common difficulties in reading comprehension of TELP tests.

3.5.3 Conclusion Drawing and Verification

Concluding and verifying the results of the data analysis is the third phase. Conclusions from qualitative research may or may not be able to address the problem as it has been posed from the outset. According to Sugiyono (2015), it depends on reliable and convincing evidence in this instance that supports the following step of data collecting. This indicates that the issues and ways in which they are formulated in qualitative research are still fluid and open to development following fieldwork.

The researcher verifies the data that has been consistently gathered during the investigation during the verification stage. The data are divided according the indicators that need to be gather based on Taraban et al (2004).

Drawing conclusions might begin with preliminary findings that still require improvement, resulting the data are selected according the theme in the researcher aim. A more significant and understandable conclusion is eventually reached once the incoming material is further examined and the truth is discovered. As a result, the process of writing, categorizing, summarizing, and presenting data as well as drawing conclusions as part of qualitative analysis must come right after the task of gathering data for qualitative research.

3.6 Steps of the Research

In conducting this research, the researcher carried out several steps in order to complete the research. These were the researcher's steps of this research, as shown in table 1.

Table 1.

Steps of Research

<i>Steps</i>	<i>Description</i>
1. Gathering the data	TELP ITP test was conducted to find out students' reading comprehension scores.
2. Review the data	Setting a participant consent from their score result and a semi-structured interview was given to find out students' strategies.
3. Analyzing the data	Transcript the result from the interview and analyze the outcome into clusters and partition the data.

4. Combining the data

The result of students' progress and strategies on reading comprehension test from the interview results and supporting theory.

3.7 Time and Place of the Research

The research was conducted from January to June 2023, as shown in table 2. It was started from the research proposal writing to the thesis examination. Then, it be carried out in one of the University in Tasikmalaya, Indonesia.

Table 2.

Research Schedule

No	Description	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023	Jun 2023	Jul 2023
1	Research proposal writing	■						
2	Research proposal examination				■			
3	Data collection					■		

4 Data
analysis

5 Report

6 Thesis
examination

