CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

The design of this research focus on the qualitative approach.This is based on the process of investigation involving description and interpretation which could be assigned without manipulating variable.

3.2 Location and Time of The Research

The research is conducted at SMP Negeri 4 Pekanbaru, particularly to the first year students. The location of this research is on Jl.Dr.Sutomo No.110 Pekanbaru. The time for conducting the observation and getting the data on May in academic year 2017/2018.

3.3 The Population and Sample of the Research

3.3.1   Population

The population a group of individuals who becomes the subject of the research. In this rsearch, the population is all the second year students of SMP Negeri 4 Pekanbaru. The population of this research consisted of there classes : class IX-4 consist of 35 students, Class IX-5 consist of 33 students, IX-6 consist of 32 students. So, in this research the total of the students are 100 students.

Table 3.1

The Population of the Second Year students at SMP Negeri 4

Pekanbaru in Academic Year 2017/2018

No.	Class	Population
1.	IX-4	35
2.	IX-5	33
3.	IX-6	32
TOTAL		**100**

3.3.2 Sample

Sample is a number of populations who has minimized through certain procedures. Considering to the populations number, the research used convenience sampling (Creswell, p.152). Explain that in convenience sampling the researcher select participants because they were wiling and available to be studied. In this case, the researcher cannot say with confidence that the individuals were respective of the population.

Table 3.2

The sample of the Research

No.	Classroom of The second year student	Total of The sample
	IX-6	
1	32	32

3.4 Instrument of the Research

The instrument is the tool used collect the data from the respondent of the research. In this research, the researcher uses two kinds of instruments to get the data from students at SMP Negeri 4 Pekanbaru: they are is in the following:

3.4.1 Questionnaire

Because the English is a foreign language in indonesia and to avoid misintrepretation on the questions given and because the majority of the students are not very proficiency in English, it is important forthe researcher to write the questionnaire in both English and Bahasa Indonesia versions. The rationale for this is because the succces of this study depended very much on the students' feedback. According to Sudjana, Nana (2009) the advantages of the questionnaire of the interview are that is practical, saving time, effort and cost. In addition, a good understanding would increase the accuracy of their responses.

The questions posed to the students consisted of a yes/no question and close-ended questions in which answer are not given in the respondent' own words, rather they have to circle or put a check against the multiple choice items.In this study, the questionnaire contained twelve questions and divided into five parts: vocabulary, working memory, generic structure, lack of background knowledge and type of text.

3.4.2 Interview

The interview attempted to get as much as information related to the way of the students' overcome their difficulties in reading comprehension. According to Sudjana, Nana (2009) the advantages of the interview is to be in direct contact

with the students so that it can reveal the answer more freely and in-depth. Generally, the interviews contained questions related to four indicators there were vocabulary, working memory, generic structure, lack of background knowledge. The total number of items on interview is 5 items. This data took from IX-6 Class there were 5 persons, all of samples were selected randomly.The questions in the interview consist of five questions in Bahasa versions.

Table 3.3
Students' Responds of the Questionnaire

No.	Positive Respond	Scale
1.	Always true (AT)	5
2.	Usually true (UT)	4
3.	Somewhat true (ST)	3
4.	Usually not true (UNT)	2
5.	Never true (NT)	1

The questionnaire is divided into five main parts which contains five category strategies:

Blue Print:

Table 3.4

The students'Difficulties in Reading Comprehension of Recount text

No.	Indicator	Item
1.	Vocab	I always look up the meanings of unknown words in my dictionary every time i have problems with difficult vocabulary. (Saya selalu mencari arti kata yang tidak dikenal dalamkamus setiap kali saya memiliki masalah dengan kosa kata yang sulit).
		I guess the meaning of new words based on the context of sentence. (Saya menebak arti kata-kata baru berdasarkan konteks kalimat).
		When i read english text , i skip the words that are new to me. (Ketika saya membaca teks bahasa inggris saya melewatkan kata-kata yang baru bagi saya).
		I guess the meanings of new words in context when reading in English. (Saya menebak makna kata-kata baru dalam konteks ketika membaca dalam bahasa inggris).
		I use simple words to replace difficult ones in sentence understanding. (Saya menggunakan kata-kata sederhana untuk menggantikan pemahaman – pemahaman yang sulit).
2.	WM	I must read every single word:otherwise, i'm afraid i might miss the important point which will affect my comprehension of the whole texts. (Saya harus membaca setiap kata jika tidak saya mungkin kehilangan point penting yang akan mempengaruhi pemahaman saya tentang seluruh teks).
		I cannot concentrate my self till the end of a passage when reading a long and boring passage, I often forget the former part when read the later part. (Saya tidak dapat memusatkan diri saya sampai akhir ketika membaca bagian yang panjang dan membosankan, saya sering lupa bagian sebelumnya ketika saya membaca bagian selanjutnya).
3.	GS	I overlook the sentences with complicated structures. (Saya mengabaikan kalimat yang strukturnya rumit).
		I don't know sentence structures so i can not understand what i'm reading. (Saya tidak mengetahui struktur kalimat sehingga saya tidak bisa mengerti dengan apa yang saya baca).
4.	LOBK	I grasp the gist of the reading material through quickly reading the first and the last paragraphs. (Saya memahami inti materi bacaan dengan cepat membaca paragraf pertama dan terakhir).
		I thought that i understood the passage quite well,but it turned out that i gave wrong answers to several comprehension questions after it. (Saya

		berfikir bahwa saya memahami bagian ini dengan cukup baik,tetapi ternyata saya memberikan jawaban yang salah untuk beberapa pertanyaan pemahaman setelahnya).
5.	TOT	I know the type of text when i read the text. (saya mengetahui jenis teks ketika saya membaca teks tersebut).

(Questionnaire on reading difficulties (2018,March 19).by zuhra 2015. Retrieved

From https://www.google.co.id)

Vocabulary = Vocab

Working Memory = WM

Generic Structure = GS

Lack of Background Knowledge = LOBK

Type of Text = TOT

3.5 Data Collection Technique

In collecting the data, the researcher used questionnaire and interview for the students. In the questionnaire the students were given 20-30 minutes to complete the questions. After completing the questions, they were interviewed by the researcher. The reason for taking interview for the students is that to get more information about the difficulties faced by students in reading comprehension of recount text.

3.6 Data Analysis Technique

In order to describe the difficulties in reading comprehension ,the researcher used formula of percentage:

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P=Percentage of item

F=The Frequency (Number of students fulfilling the questionnaire)

N=Total Number of Respondent

(Anas Sudijono, 2010:43)

Based on the formulation above in taking percentage of the data, it is need to identify the mean for each category that absolutely is different value in every item in questionnaire. The formulation of mean as follow:

$$Mx = \frac{\sum x}{n}$$

Mx = Mean

N = Number of cases

∑x = Total Score

(Anas Sudijono, 2010:84)