

CHAPTER III

RESEARCH METHOD

A. Research Design

The method used in this study is qualitative descriptive. Moleong (2014) defines qualitative research as the process of gathering descriptive information through observed behavior and written or spoken words. This approach concentrates on deciphering the significance of social occurrences and works well in natural environments. The goal of the qualitative descriptive technique, according to Sugiyono (2021), is to comprehend, examine, and interpret social processes by drawing on the experiences and viewpoints of the participants. Being the primary tool used in the data collecting and analysis process, the researcher must possess a thorough awareness of the subject under investigation.

This approach was chosen because the research intends to investigate the implementation process, teacher and student perceptions, and the difficulties faced during the learning process in addition to the end result of using the Wattpad application. Through direct observation, interviews, and documentation, the qualitative method enables the researcher to obtain more comprehensive and in-depth data. This method is therefore thought to be the most suitable for fully comprehending the phenomena of utilizing Wattpad to enhance the reading comprehension abilities of tenth-grade students at SMA Negeri 6 Bengkulu Tengah.

B. Research Location

This research was conducted at SMA Negeri 6 Bengkulu Tengah, with the research subjects being tenth-grade students. The school was chosen based on its relevance to the implementation of digital learning media and its accessibility to the target respondents.

C. Data Sources

1. Primary data

Hasan (2002:82) defines primary data as information that the researcher or others in need of the data have personally gathered from the field. Primary data for this study was gathered directly from teachers and tenth-grade students at SMA Negeri 6 Bengkulu Tengah through interviews and by watching instructional activities that used the Wattpad app. According to Abror K. (2013), informants—individuals or those who act as the study's primary sources—provide this primary data.

Utilizing primary data is crucial because it offers up-to-date, firsthand information from the field that accurately represents the participants' real-world experiences. With the use of these data, the researcher can gain a thorough understanding of Wattpad's use in the classroom and the immediate reactions of both teachers and students.

2. Secondary data

Gathered by the researcher from previously accessible sources is referred to as secondary data. Hasan (2002:58) asserts that secondary data is employed to bolster the gathered primary data. Secondary data for this study came from a variety of literature sources, including textbooks, scientific journals, earlier studies, school papers (such lesson plans or teaching materials), and other pertinent references. This data serves as a supplement to reinforce

the information gathered directly from the field, as Syafdinawaty (2020) explains.

The researcher can compare field findings with earlier studies and develop a solid theoretical foundation with the use of secondary data. In this manner, the researcher may guarantee that the research findings are scientifically responsible and create a more thorough and correct analysis.

D. Data Collection Technique

1. Observation

One of the primary pillars of all data collection techniques in qualitative research, particularly those pertaining to social science and human behavior, is observation, claim Adler and Adler (1987:389). A true image of the circumstances and actions taking place in the field can be obtained through observation.

The researcher used non-participant observation in this study, which means that instead of actively participating in class activities, the researcher watched the learning process from a distance. The purpose of the observation was to see how teachers and students interacted with the Wattpad application, how the usage of digital media created a learning environment, and how interaction took place. The findings of the observations provided the basis for an accurate comprehension of the learning scenario.

2. Interview

An interview, according to Sugiyono (2019:304), is a meeting in which two people exchange ideas and information through questions and answers in order to create meaning around a specific subject. Because interviews allow participants to freely and openly

communicate their thoughts, feelings, and experiences, they were used in this study.

Because the interviews were semi-structured, the researcher had a list of fundamental questions prepared but was free to go into any new information that came up. English teachers and eleventh-grade students from SMA Negeri 6 Bengkulu Tengah who have used Wattpad for their educational activities were interviewed. Perceptions, motivations, difficulties, and the effect of Wattpad use on students' reading skills were all analyzed using the data from these interviews.

3. Documentation

Sugiyono (2019:314) asserts that documents are archives of historical occurrences. In qualitative research, documentation is a source of supporting information that can bolster the findings of interviews and observation. Lesson plans (RPP), instructional materials, student assignments, and screenshots of Wattpad activity were among the many pertinent papers gathered for this study through documentation. During the data analysis phase, this documentation functioned as both reflecting material and tangible proof of the learning process. The researcher conducted triangulation to increase the validity of the research findings with the aid of documentation.

E. Data Validity Technique

Triangulation was employed in this study to ensure the validity and credibility of the data. In qualitative research, triangulation refers to the process of verifying the accuracy of information by comparing data obtained from various sources and through different data collection methods. Mekarisce (2020:150) defines triangulation as a technique used to test data credibility by examining it through various sources, methods, and time. In line with this, Sugiyono (2016) states that triangulation is a cross-checking technique used to enhance the accuracy and depth of analysis, thereby increasing the trustworthiness of the collected data.

In this study, triangulation was conducted continuously during and after the data collection process. The researcher compared and cross-checked data obtained from interviews, classroom observations, and documentation throughout the analysis stage to ensure data consistency and credibility. If discrepancies were found among data sources, the researcher re-examined the data and conducted further clarification to obtain more accurate and reliable information. The forms of triangulation applied in this study are as follows:

1. Source Triangulation

Source triangulation was carried out by comparing information obtained from different participants and data sources. The researcher compared the results of interviews with students and the English teacher with data gathered through classroom observations and related documents, such as teaching modules and students' reading assignments. The purpose of this comparison was to obtain information from various perspectives and to ensure that

the research findings were supported by consistent evidence from multiple sources.

2. Technique Triangulation

Technique triangulation was conducted by collecting data from the same source using different data collection methods. For example, information obtained from student interviews was validated through classroom observations and supported by relevant documentation. By comparing findings from interviews, observations, and documents, the researcher was able to assess data consistency and confirm its trustworthiness.

Through the implementation of source triangulation and technique triangulation, the researcher ensured that the research findings were credible, consistent, and supported by relevant perspectives.

F. Data Analysis Technique

Qualitative descriptive analysis was employed as the data analysis method in this study. This method seeks to address the predefined research questions by methodically describing the information gathered from observations, interviews, and documentation.

Miles and Huberman (in Sugiyono, 2014:91) state that there are three primary steps in the phases of qualitative data analysis:

1. Data Reduction

The process of choosing, streamlining, and concentrating on unprocessed field data is known as data reduction. At this point, the researcher sorts pertinent and significant data based on the study's topic, including quotes from interviews about Wattpad use, learning process observations, and supporting documentation.

To keep the data manageable and in line with the goals of the study, this reduction is crucial.

2. Data Display

Data display is a process in which a set of reduced information is systematically organized to facilitate understanding. As stated by Emzir, by observing an organized data display, researchers are able to understand what is happening in the field and conduct further analysis based on that understanding.

In this study, the data were displayed by grouping them according to the research focus, namely the implementation of the Wattpad application in teaching reading comprehension, students' perceptions, and the teacher's perception. The data obtained from observations, interviews, and documentation were then organized into relevant categories in accordance with the research questions.

Furthermore, the data were presented in the form of systematic descriptive narratives to make them easier to understand. Direct quotations from interview results were selected and presented as supporting evidence to strengthen the research findings. In addition, the results of observations and documentation were integrated to reinforce and verify the data obtained from the interviews.

Through this structured data display, the researcher was able to identify patterns, relationships, and meanings from the collected data, thereby facilitating the process of drawing conclusions.

3. Conclusion Drawing and Verification

Making inferences from the data that has been presented is the last step in the data analysis process. These conclusions ought to answer the study questions, be supported by reliable evidence, and make sense.

To make sure the conclusions are genuinely true and reliable, they are also cross-checked against supplementary data or triangulation results.

