

CHAPTER III

RESEARCH METHOD

A. Type of Research

In this study, a qualitative descriptive design as described by Prof.Dr.Sugiyono, (2015) is applied to gain a deep understanding of the phenomena within their natural and social settings through direct engagement with the main sources of data, namely the English teacher and students at SMP Negeri 30 Bengkulu Tengah.

As noted by Creswell (2014), descriptive qualitative research aims to delve into and uncover the meaning that individuals or collective groups assign to a social or humanitarian issue. This methodology grants the investigator the ability to interpret a phenomenon within its authentic setting, free from artificial manipulation. Consistent with this view, Sugiyono (2015) highlights that the primary focus of qualitative descriptive studies is to detail, analyze, and make sense of conditions exactly as they unfold in nature

This approach enables the researcher to examine the practice of interactive reading in a thorough and contextualized way, offering a holistic view of how English learning unfolds in the classroom as highlighted by Putri et al. (2024).

This study adopts a qualitative descriptive approach to capture how interactive reading is implemented in English

language instruction at SMP Negeri 30 Bengkulu Tengah. By focusing on describing phenomena as they naturally occur in the classroom, the researcher is able to investigate both the teacher's strategies in applying interactive reading and the students' responses during the learning process. In this design, the researcher serves as the key instrument, supported by additional tools such as observation sheets, interview protocols, and documentation checklists to ensure systematic and reliable data collection. The choice of this method is further reinforced by recent studies that have successfully employed qualitative descriptive designs to explore reading practices in school contexts.

The choice of this descriptive qualitative method is intended to describe in-depth how the teacher applies the Interactive Reading Approach and how students respond to it. As the researcher acts as an objective observer, the final result of this study is expected to provide a comprehensive overview and a thorough analysis of the interaction patterns, following the data analysis framework by Miles and Huberman.

B. Location and Time of Research

This study was conducted at SMP Negeri 30 Bengkulu Tengah, situated in Serikaton Village, Pondok Kelapa Sub district, Bengkulu Tengah Regency, Bengkulu Province (Kemdikbud Data, 2025). This study is situated at SMP Negeri 30 Bengkulu Tengah, a school that was chosen for its distinct

student demographics and a clear need for more adaptive teaching approaches.

An initial assessment highlighted a growing interest among students and teachers alike in more interactive teaching methods, making the school an ideal setting for this research. The fieldwork took place during the first semester of the 2025/2026 academic year.

C. Data and Data Sources

The data sources of this study consist of both primary and secondary sources. The combination of these two types of data ensures comprehensive, reliable, and scientifically accountable information.

The data in this study were drawn from both primary and secondary sources. Combining these two types of sources allows the researcher to obtain information that is comprehensive, reliable, and academically credible.

1. Primary Sources

a. English Teacher

The English teacher was considered a key source of data because of her central involvement in planning, delivering, and evaluating the teaching process. Information gathered from the teacher covered several aspects, including:

- 1) The strategies of interactive reading implemented during classroom instruction.

- 2) The instructional media and materials utilized to support reading activities.
- 3) The challenges and difficulties faced in carrying out the lessons.
- 4) Students' engagement and responses during interactive reading sessions.
- 5) The teacher's reflections on the contribution of interactive reading strategies in enhancing reading comprehension.

This research also recognizes contemporary perspectives that highlight the importance of interaction between teachers and students in promoting successful learning. Consequently, the teacher's approaches and thoughtful evaluations play a key role in grasping how guided reading sessions facilitate students' ability to comprehend texts.

b. Eighth Grade Students (class 8B)

The students of Class VIII.B at SMPN 30 Bengkulu Tengah, consisting of 32 students, were selected as the primary data sources. They were chosen because of their direct involvement in the interactive reading activities implemented by the teacher. The data gathered from these students covered several aspects, including:

- 1) Their individual experiences while taking part in interactive reading sessions.

- 2) The degree of their participation and engagement in group discussions.
- 3) Their viewpoints on how interactive strategies assist them in understanding texts.
- 4) The difficulties or challenges they experienced during reading activities.
- 5) Their level of motivation and enthusiasm for learning English.

For the in depth interview sessions, the researcher used purposive sampling to select specific students as representatives. These participants were chosen to represent different academic achievement levels high, moderate, and low to ensure the findings capture a wide variety of perspectives and learning experiences.

Table 3.1 English Teacher as Informant

No	Code	Position	Subject
1	T1.	English teacher	English

**Table 3.2 List of Students by Ability Level
HIGH – VIII B**

No	Student Name	Class	Group
1	Student H1	VIII B	High
2	Student H2	VIII B	High
3	Student H3	VIII B	High
4	Student H4	VIII B	High

MEDIUM – VIII B

No	Student Name	Class	Group
1	Student M1	VII B	Medium
2	Student M2	VII B	Medium
3	Student M3	VII B	Medium
4	Student M4	VII B	Medium

LOW – VIII B

No	Student Name	Class	Group
1	Student L1	VIII B	Low
2	Student L2	VIII B	Low
3	Student L3	VIII B	Low
4	Student L4	VIII B	Low

2. Secondary Sources

Secondary sources refer to written records, archives, and supplementary materials that support the investigation of interactive reading practices. These sources include:

- 1) Lesson Plans (RPP): providing the framework and design of interactive reading activities.
- 2) English Syllabus: outlining the intended competencies and curriculum objectives.
- 3) English Textbook: Interactive English (Yudhistira, 2013 Curriculum).
- 4) Student Worksheets (LKS): serving as evidence of students' performance in interactive reading exercises.
- 5) Visual Documentation: such as photographs and video recordings of classroom learning.

- 6) Educational Regulations and Policies: for instance, Permendikbud No. 66 of 2013 concerning Assessment Standards.
- 7) Scholarly Literature: including books, journal articles, and prior studies relevant to interactive reading.

To gather primary data, the researcher involved one English teacher and selected twelve students from Class VIII.B as the interview informants. Utilizing purposive sampling, these twelve participants were chosen specifically to represent a range of English competency levels specifically high, moderate, and low achievers. This selection process was employed to gather diverse viewpoints and comprehensive experiences, thus guaranteeing a thorough understanding of how interactive reading is implemented.

D. Data Collection Techniques And Instruments

In qualitative studies, the researcher functioned as the central instrument responsible for both collecting and interpreting the data Sugiyono, (2015). To reinforce this role, several supporting instruments were carefully designed to maintain the consistency and trustworthiness of the data obtained. These supporting instruments included observation guidelines, semi structured interview protocols, and documentation checklists.

The development of these instruments was conducted deliberately and grounded in established qualitative research

frameworks, rather than being produced arbitrarily. Their construction was informed by qualitative methodological principles outlined by Sugiyono (2019) and Creswell (2014), particularly those related to systematic observation, flexible semi structured interviewing, and the exploration of participants' experiences. Furthermore, the documentation checklist was formulated by referring to the qualitative data collection framework proposed by Miles, Huberman, and Saldaña (2014), which emphasizes the role of documents as supplementary sources to support data triangulation.

Thus, the instruments employed in this study were theoretically grounded, methodologically structured, and carefully aligned with the aims of the qualitative research.

Each of these methods was accompanied by carefully designed instruments to ensure that the data collected remained valid, pertinent, and consistent with the focus of the study.

In addition, the development of these instruments was also informed by insights from previous qualitative studies related to interactive reading and EFL classroom practices. The indicators were adapted and refined based on the theoretical guidance provided by established methodological references rather than being directly adopted from a single study. This process ensured that the instruments were contextually relevant and methodologically sound.

1. Observation

Observation was employed to gather first hand information on the implementation of interactive reading instruction. The observed aspects included lesson planning, instructional practices, the teacher's role, students' participation, the use of learning media, and the overall classroom atmosphere.

This approach offered important observations of the classroom's immediate interactions, enabling a more thorough comprehension of the implementation of interactive reading techniques and the students' reactions throughout the lessons.

Tabel 3.3: Observation Guidelines for Interactive Reading Approach

No	Phase	Indicators (what to Observe)	Relation to Research Question
1	Pre-Reading	Teacher's ability to stimulate prior knowledge using visual media and title prediction.	To observe the initial process of IRA.
2	While-Reading	The use of <i>Questioning</i> and <i>Think-Alouds</i> to help students decode difficult vocabulary.	To observe the scaffolding process in IRA.
3	While-Reading	The implementation of <i>Collaborative Strategic Reading</i> (CSR) and group interaction.	To observe student engagement and peer support.

4	Post-Reading	Students' ability to construct meaning through creative products (Mind Maps/Alternative Endings).	To observe the result of comprehension.
5	Classroom Environment	Students' enthusiasm and reduction of psychological barriers during the lesson.	To observe the impact of IRA on student motivation.

2. Interview

Semi structured interviews were conducted with both teachers and students to gather deeper understanding of the teaching and learning process. The questions were designed to explore various areas such as lesson planning, how the lessons were carried out, difficulties encountered during implementation, and the students' personal experiences with the learning activities. The specific interview guidelines are outlined in the following table.

Table 3.4: Blueprint of Interview Protocol for Teacher

No	Phase/Aspect	Indicators	Item number
1	Pre-Reading	Selection of visual media and strategy for schema activation.	1,2
2	While-Reading	Implementation of Questioning and critical thinking stimulation.	3
3	While-Reading	Challenges in modeling the decoding process (Think-Alouds).	4
4	While-Reading	Scaffolding and peer support through the CSR framework	5
No	Phase/Aspect	Indicators	Item number

5	Post-Reading	Assessment of comprehension through creative products.	6
6	Evaluation	Reduction of students' psychological barriers.	7

Table 3.5: Blueprint of Interview Protocol for Students

No	Phase/Aspect	Indicators	Item number
1	Pre-Reading	Impact of visual media on reading readiness and interest.	1,2
2	While-Reading	Benefits of interactive monitoring and pausing during reading.	3
3	While-Reading	Effectiveness of teacher's modeling (Think-Alouds) in decoding.	4
4	While-Reading	Perceived benefits of group roles and peer collaboration (CSR).	5
5	Post-Reading	Levels of comprehension and moral message synthesis.	6
6	Future Impact	Changes in motivation and attitude toward English reading..	7

3. Documentation

Documentation was employed to collect secondary data in the form of school records, textbooks, and visual evidence of classroom activities. To facilitate the process, a documentation checklist was utilized, as presented in the following table.

Table 3.6 Documentation Checklist

No	Type of Documentation	Availability (Yes/No)	Purpose of Collection
1	Lesson plan (RPP/Modul Ajar)	... / ...	To analyze the integration of IRA in the lesson steps.
2	English Textbook	... / ...	To identify the narrative texts used in the classroom.

3	Student Worksheets (LKS)	... / ...	To see the students' written responses and comprehension.
4	Photographs/Recording	... / ...	To provide visual evidence of student interactions and CSR.
5	School Profile Documents	... / ...	To describe the research setting and participants' context.

E. Data Validity and Trustworthiness

This study adopts the trustworthiness framework established by Lincoln and Guba (1985), which is further enriched by contemporary scholarly insights from Kocaman (2024) and Enworo (2023). This framework serves as the primary standard for ensuring the validity and reliability of qualitative research through four essential pillars: credibility, transferability, dependability, and confirmability.

Credibility is the first criterion, ensuring that the research findings are plausible and accurately represent the reality of the participants. In this study, credibility is operationalized through a dual triangulation strategy. Source triangulation involves comparing insights from the English teacher with the viewpoints of eighth-grade students, while methodological triangulation cross references data from observations, interviews, and documentation. Additionally, techniques such as prolonged engagement and member checking are employed to provide a comprehensive interpretation of the data.

Transferability pertains to the extent to which the findings of this research can be applied or "transferred" to other contexts or settings. To facilitate this, the researcher provides a thick description of the research process and the classroom environment. By utilizing purposive sampling and maintaining reflexivity, this study offers sufficient detail for other researchers or practitioners to determine the applicability of the results to their own specific educational environments

Dependability focuses on the consistency and stability of the findings. It ensures that if the study were to be replicated under similar conditions, it would yield comparable results. The researcher guarantees dependability by maintaining a transparent and logical research process. This involves keeping a detailed audit trail and utilizing triangulation to ensure that every step of the data analysis is trackable, consistent, and follows established qualitative procedures.

Confirmability is established to ensure that the findings are strictly grounded in the empirical data and are not influenced by the researcher's personal biases or motivations. This is achieved through transparent documentation and the maintenance of a reflexive journal. By ensuring that every conclusion can be traced back to the original data sources, the researcher maintains the objectivity and integrity of the final results.

Ultimately, the rigorous application of these four criteria establishes the overall quality of the research. These thorough strategies instill confidence in readers and stakeholders regarding the authenticity, integrity, and relevance of the study's conclusions in the field of English language teaching.

F. Data Analysis Technique

To obtain accurate and comprehensive data for this study, the researcher employed several complementary data collection techniques, as follows:

- 1) Observation: Observing student engagement and involvement during discussions.
- 2) Interview: Inquiring into the challenges students face in comprehending English texts.
- 3) Documentation: Collecting student worksheets and field notes.

All collected data were subsequently processed systematically. The qualitative data analysis framework in this study follows the interactive model established by Miles, Huberman, and Saldana (2014). This model was selected because it allows for a fluid and simultaneous analysis process across three primary pillars.

In practice, the researcher applied these three pillars of data analysis to specifically address each research question as follows:

- 1) For Research Question 1 (Implementation Process): The researcher performed Data Condensation by categorizing teacher activities into chronological stages: *Pre-reading*, *While-reading*, and *Post-reading*.
- 2) For Research Question 2 (Obstacles): The researcher provided a Data Display in the form of an obstacle matrix (Linguistic Obstacles vs. Psychological Obstacles).
- 3) For Research Question 3 (Results/Effectiveness): The researcher conducted Verification by triangulating field notes with authentic evidence from student work to draw valid conclusions.

The detailed explanation of these analytical steps is as follows:

1. Data Condensation

The first step in the analytical process is data condensation. At this stage, the researcher filters and focuses the raw data obtained from the field to make it more manageable. This process is conducted through coding to classify data into categories that address the research questions, such as *Peer Support*, *Strategy Transfer*, and *Psychological Barriers*.

For instance, the teacher's responses regarding time management challenges were condensed into the code "Cognitive Complexity Constraints." Conversely, student responses regarding the ease of understanding stories through imagery were coded as "Visualization as a Bridge for

Cognitive Readiness." Data deemed irrelevant to the research focus were excluded to maintain the sharpness of the analysis.

2. Data Display

Once the data were successfully condensed into meaningful codes, the researcher proceeded to the data display stage. The objective is to organize information so that patterns of relationships between data points become clear. In this study, the researcher developed a CSR (Collaborative Strategic Reading) Effectiveness Matrix to synchronize the perspectives of both the teacher and the students as follows :

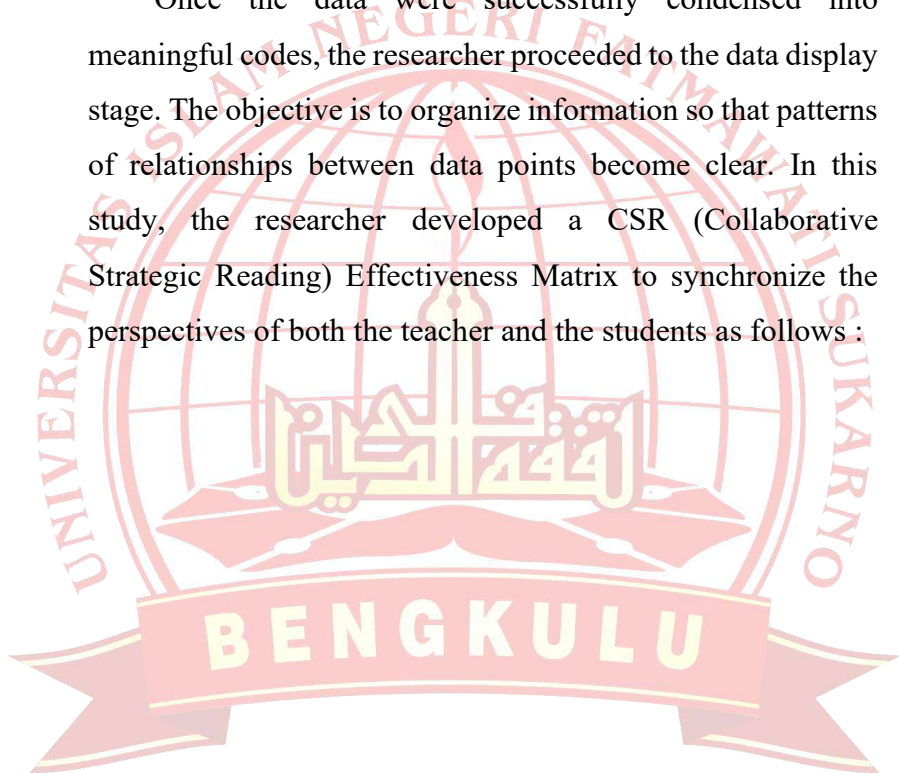


Table 3.7: Effectiveness Matrix of Collaborative Strategic Reading (CSR)

Dimensions of Effectiveness	Teacher's Perspective (Pedagogical Evaluation)	Students' Perspective (Learning Experience)	Synthesis of Analysis
Peer Support / Scaffolding	High-proficiency students assist their lower-proficiency peers through the 'Clunk Expert' role	Students feel more comfortable directing their inquiries to their peers.	CSR creates a low-anxiety learning environment.
Task Engagement	Active engagement was observed through the allocation of specific responsibilities	Students perceived that specific roles (such as the Leader) allowed them to maintain a better focus on the text.	The distribution of roles enhances individual accountability within the group
Strategy transfer	Group discussions facilitate a faster identification of the narrative text's gist	Social interaction facilitated a better understanding of the plot in the 'Poor Mr. Lebai Malang' narrative	Social interaction facilitates the processing of complex information.

3. Conclusion Drawing and Verification

As the final step, the researcher draws conclusions based on the comparison of perspectives presented in the previous stages. The researcher performs verification through data triangulation comparing results from observations, interviews, and documentation to ensure the validity of the findings. The conclusions drawn include the following points:

- 1) Pre-Reading Alignment: Visual media proved effective as an initial scaffolding tool.

- 2) Effectiveness of Think-Alouds: Although the teacher found the process challenging, students regarded it as the most enlightening method for inferring new vocabulary.
- 3) Reduction of Psychological Barriers: The implementation of the Interactive Reading Approach was shown to significantly lower the students' affective filter (mental barriers).

The implementation of this approach successfully shifted the learning paradigm from teacher-centered to interactive-collaborative, where the synergy between the teacher's instruction and the students' experiences resulted in deep comprehension.

G. Ethical Considerations

This research was conducted with close attention to ethical responsibilities, which included:

- 1) Obtaining formal approval from the school's leadership.
- 2) Securing informed consent from the teacher, students, and, when necessary, their parents or guardians.
- 3) Protecting participants' privacy by ensuring confidentiality and anonymity.
- 4) Respecting participants' autonomy by allowing them to withdraw from the study at any point.
- 5) Demonstrating professionalism and maintaining respectful interactions with all participants throughout the research process.

Through the consistent application of these principles, the study not only safeguards the rights and welfare of the participants but also upholds the trustworthiness and credibility of the research findings.

The researcher took measures to safeguard the rights of all involved participants and secured the mandatory ethical clearance from the Faculty of Tarbiyah and Tadris at UIN Fatmawati Sukarno Bengkulu. Adherence to these ethical guidelines is essential, as it significantly bolsters the credibility and moral integrity of the entire study.

The ethical validity of this research is formally validated through the Research Permit issued by the Faculty of Tarbiyah and Tadris, UIN Fatmawati Sukarno Bengkulu, with reference number (4355/Un.23/F.II/TL.00.10/2025). Additionally, the study was approved and authorized by the Principal of SMP Negeri 30 Bengkulu Tengah, ensuring that the data collection process adhered to the school's regulations and administrative requirements.