CAPTHER III
METHODOLOGY

A. Type of Research

This study employs a descriptive qualitative research method. Qualitative research focuses on in-depth observation to obtain comprehensive and detailed descriptions of a phenomenon, typically presented in narrative or descriptive forms. The type of research applied is field research, which is conducted in a natural or real-life setting to explore, examine, and understand what occurs, why it occurs, and how it occurs (Fadli, 2021).

A qualitative approach is considered appropriate for this study because it aims to analyze the use of the Webtoon application as a learning medium in students' reading comprehension skills at the eleventh grade of SMAN 6 Bengkulu Tengah. Qualitative methodology involves systematic procedures to collect descriptive data in the form of words through interviews, classroom observations, and documentation, as well as the examination of participants' behaviors and responses during the learning process (Yusuf, 2006). This approach is flexible and open-ended, allowing the researcher to explore students' and teachers' experiences and perceptions in depth, while prioritizing meaning and interpretation over numerical measurement (Kaharuddin, 2021).

Qualitative research is exploratory in nature and aims to gain a deeper understanding of the phenomenon under investigation. In this study, the researcher acts as the primary research instrument, supported by personal insights and information obtained from teachers and students. The findings are contextual and subjective, as they are influenced by the perspectives of both the researcher and the

participants (Sugiyono, 2021).

This study adopts a case study approach, defined as an empirical inquiry that investigates a contemporary phenomenon within its real-life context through in-depth examination (Nur'aiini, 2020). The case study approach is used to examine the implementation of the Webtoon application as a learning medium in relation to students' reading comprehension skills in an English classroom at the eleventh grade of SMAN 6 Bengkulu Tengah. Reading comprehension involves interpreting meaning and constructing understanding from written texts. The combination of visual elements and written narratives in Webtoon allows students to engage more meaningfully with reading materials. Therefore, a qualitative approach is suitable for examining students' reading comprehension processes when Webtoon is used as a learning medium.

Based on these considerations, a qualitative approach was chosen to provide an in-depth understanding of the use of Webtoon and students' responses in developing reading comprehension skills. Data were collected through classroom observations, interviews, and documentation, and were systematically analyzed to ensure the credibility of the research findings.

B. Research Location

This research will be conducted in Grade 11 at SMAN 6 Bengkulu Tengah. The data collection process is expected to take approximately one month.

C. Data Sources

The researcher used primary and secondary data sources to collect comprehensive and reliable information.

6. Primary Data

Data obtained directly from the first source, either individuals or groups, without using intermediaries is referred to as primary data. Primary data for this study came from interviews with eleventh grade students at SMA Negeri 6 Bengkulu Tengah, which were collected directly from the field. Primary data serves as the main source of information collected by researchers during the research process and is directly related to the variables under study. Direct observation at the research site, interviews with research subjects, and distributing questionnaires to respondents are some examples of primary data collection techniques (Laia et al., 2022; Subagiya, 2023; Tan, 2021).

7. Secondary Data

Secondary data is data obtained through the media or from other sources. In other words, secondary data is supporting data from primary data collected from previous sources, such as books, journals, articles, newspapers, the internet, documentation results, and others. Secondary data is used to support researchers' findings and complement the information they obtain in the field.

D. Research Subjects and Objectives

1. Research Subjects

Research subjects refer to individuals, objects, or entities that serve as sources of the information required during the data collection process. In a research context, the term respondents is often used to describe individuals who provide responses to research treatments or questions (Sari Anita et al., 2023). The selection of research subjects in this study was conducted using purposive sampling during the observational phase. This technique was

employed to deliberately select subjects based on specific criteria relevant to the research objectives and capable of providing rich and meaningful data.

The research subjects in this study were Grade 11 students at SMAN 6 Bengkulu Tengah who met certain criteria, such as active participation in English reading lessons and direct involvement in the use of Webtoon as a learning medium. As respondents, the students provided data through classroom observations, interviews, and documentation during the learning process. Their responses, experiences, and classroom behaviors served as the primary sources of information for analyzing the use of Webtoon as a medium for developing students' reading comprehension skills.

2. Research Objectives

The research object refers to the characteristics, conditions, or phenomena related to an object, individual, or group that become the main focus of a study, such as behaviors, activities, attitudes, responses, and processes observed during the research (Hanaf, 2011). In this study, the research object focuses on the use of Webtoon as a learning medium in students' reading comprehension skills, particularly students' responses and learning activities during English reading lessons.

E. Data Collection Techniques

To obtain detailed and valid information regarding the use of Webtoon in reading instruction, the researcher employed three main data collection techniques: observation, interviews, and documentation.

1. Observation

Observation is a technique used to collect data by directly observing research subjects and recording events and behaviors

naturally and spontaneously over a certain period. It allows researchers to gain firsthand experience and verify data validity.

This research used participant observation, where the researcher is directly involved in the daily activities of the subjects. The researcher not only observes but also participates in the teaching and learning process to understand the actual conditions in the field.

This direct observation was conducted by the researcher to gain an in depth understanding of how the Webtoon application is used in English learning, specifically to improve reading comprehension of eleventh-grade students at SMAN 6 Bengkulu Tengah. The researcher observed firsthand the teaching and learning process, the interaction between teacher and students, the use of Webtoon as a teaching medium, as well as the students' responses and participation throughout the activity. The observation also covered how students understood the reading content in the Webtoon, along with the difficulties or ease they experienced during the process, both in the classroom and during independent study.

2. Interview

Interview is a form of conversation with a specific purpose conducted by two parties: the interviewer, who asks questions, and the interviewee, who provides answers to those questions.Interviews allow researchers to explore information in depth and understand the empirical world of the informants directly and personally. In interviews, the interviewer's skills are crucial, as the results heavily depend on their ability to probe, record, and interpret the informants' responses.

Interview is a method of data collection conducted through direct verbal communication between the interviewer and the

interviewee. It is commonly used in qualitative research to obtain in-depth information and understand the informant's experiences.

In this study, the researcher used structured interviews, where a list of questions was prepared in advance to ensure focused and relevant discussions. This method also allowed for follow-up questions depending on the responses given.

The interview aimed to gather data about the use of the Webtoon application in English learning, especially to improve the reading comprehension of 11th-grade students at SMAN 6 Bengkulu Tengah.

3. Documentation

Documentation was employed to gather supplementary data in the form of written records, images, and other relevant matrials. This included Webtoon-based learning content, student assignments, classroom photos, and teachers' notes.As Sugiyono (2015) suggests, documents are records of past events that can serve as valuable complements to data obtained through observation and interviews. Documentation provided a more holistic and objective view of the phenomenon under study.

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F. Data Validity Techniques

Researchers use triangulation techniques to test the validity of the data they obtain so that it is in accordance with the purpose and objectives of the research. Data checking that uses something different from the data itself to compare it with the data is known as data triangulation (Moleong, 2007 330). In this research, the triangulation used is source triangulation and technique triangulation.

1. Source Triangulation

Source triangulation means testing data obtained from various sources or informants. This technique can increase data credibility by checking data obtained during the research through different sources so that the researcher can draw conclusions based on comprehensive information. By using source triangulation, the researcher compares interview data obtained from different informants. In other words, source triangulation is the process of checking data across different sources by comparing facts from various informants (Sugiyono, 2016).

In this research, source triangulation was conducted by comparing data obtained from students and the English teacher regarding the use of the Webtoon application in improving students' reading comprehension skills. The researcher compared students' responses with other students' responses to identify similarities and differences in their perceptions. Furthermore, the researcher compared students' interview results with the teacher's statements

to ensure the consistency of the information. If the data from different sources showed similar findings, the data were considered credible. However, if differences were found, the researcher analyzed the reasons for those differences before drawing conclusions.

2. Technique Triangulation

Technique triangulation is used to test the trustworthiness of the data. This is done by ensuring that various methods are used to obtain and verify data from the same source. When researchers use different data collection techniques to collect data from the same source, they can cross-check observation, interview, and documentation results and then combine them to draw conclusions (Sugiyono, 2013). Technique triangulation means using various data collection techniques to obtain data from the same source.

In this research, technique triangulation was carried out by comparing the results of classroom observation, interviews, and documentation. The researcher compared students' behavior during the learning process observed in the classroom with their interview responses to see whether their statements were consistent with their actions. In addition, the researcher compared interview results with documentation such as students' worksheets, learning materials, and photos of classroom activities. By cross-checking and combining these different techniques, the researcher ensured that the findings were accurate, consistent, and trustworthy.

G. Data Analysis Techniques

The data analysis technique in this study used the interactive analysis model proposed by Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. This analysis model is conducted continuously and

interactively from the process of data collection until the drawing of conclusions. According to Miles, Huberman, and Saldaña, qualitative data analysis consists of three main stages, namely data condensation, data display, and conclusion drawing or verification.

1. Data Condensation

   Data condensation refers to the process of selecting, focusing, simplifying, and transforming raw data obtained from the field. At this stage, the researcher conducts coding, grouping, and simplifying data obtained from interviews, observations, and documentation so that the data become more focused and relevant to the research objectives. The process of data condensation occurs continuously throughout the research process (Miles, Huberman, & Saldaña, 2014).

   In this stage, the researcher carefully reads and reviews all data obtained from interviews with students, observations of classroom learning activities, and relevant documentation. Furthermore, the researcher selects information related to the focus of the research, categorizes the data based on specific themes or categories, and simplifies complex data into more organized information in order to facilitate the next stage of analysis.

2. Data Display

   Data display refers to the process of organizing condensed information into a systematic form so that the researcher can easily understand the phenomenon being studied. Data can be presented in the form of descriptive narratives, matrices, tables, charts, or diagrams that show relationships among categories. This stage helps the researcher identify patterns, relationships among concepts, and facilitates the interpretation of the data (Miles,

Huberman, & Saldaña, 2014).

In this stage, the researcher organizes the selected and categorized data into a systematic descriptive form. The data obtained from interviews, observations, and documentation are presented in a structured manner to illustrate the relationships among the identified data categories. This presentation allows the researcher to observe patterns, understand the conditions occurring in the field, and facilitate the interpretation of the research data.

3. Conclusion Drawing and Verification

The final stage of data analysis is conclusion drawing and verification. At this stage, the researcher interprets the meaning of the data that have been presented and draws conclusions based on patterns, relationships, or themes identified during the analysis. The conclusions are then continuously verified by rechecking the field data, conducting source triangulation, and ensuring the consistency of the research findings in order to obtain valid and scientifically accountable conclusions (Miles, Huberman, & Saldaña, 2014).

In this stage, the researcher interprets the analyzed data to identify meanings related to the focus of the research. The researcher then draws preliminary conclusions based on the analysis results. These conclusions are verified by re-examining the data obtained from interviews, observations, and documentation. The researcher also cross-checks the consistency of the data from various sources to ensure that the conclusions accurately reflect the actual conditions found in the field.