

CHAPTER III RESEARCH METHOD

A. Research design

This study uses a qualitative descriptive research design to explore the challenges faced by English teachers in teaching reading skills to eighth-grade students at SMPN 14 Kaur. According to (Poth & Searle, 2021), This research used a descriptive qualitative research design. Qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to a social or human problem. qualitative research focuses on understanding participants' experiences, perspectives, and the context in which the phenomenon occurs.

This study applied a descriptive qualitative design because it aimed to describe and analyze the strategies used by the English teacher in teaching reading comprehension. The researcher focused on identifying how the teacher implemented teaching strategies in the classroom, how the students responded to the teaching process, and what challenges were faced during the teaching and learning activities.

Furthermore, qualitative research allows the researcher to obtain rich and detailed data through direct interaction with participants in a natural setting. The data are not presented in numerical form but in descriptive explanations that reflect real conditions in the classroom. This approach helps the researcher to interpret the data more deeply and to understand the phenomenon from the participants' point of view.

In addition, this research did not attempt to manipulate variables but rather to observe and describe the existing conditions as they are. Therefore, this method was considered appropriate because it provides a comprehensive understanding of the teacher's strategies in teaching reading comprehension and the challenges encountered during the learning process.

This qualitative descriptive design is suitable for this study because it enables the researcher to explore the real experiences of teachers in teaching reading comprehension. Through this approach, the researcher

can obtain detailed and in-depth information about the challenges faced by teachers as well as the strategies they use in the classroom. This method also allows flexibility in collecting data, which helps the researcher understand the phenomenon more comprehensively.

B. Researcher Presence

In this qualitative study, the researcher acts as the main instrument in collecting and analyzing the data. The researcher is directly involved in the research setting at SMPN 14 Kaur to observe the teaching and learning process, especially in English reading comprehension activities for eighth-grade students.

The researcher conducts classroom observations to identify how the teacher implements reading strategies, how students respond during the learning process, and what challenges occur in real classroom situations. In addition, the researcher also conducts interviews with the English teacher to obtain in-depth information about the difficulties faced in teaching reading comprehension, as well as the strategies and solutions applied.

Furthermore, the researcher collects supporting documents such as lesson plans (RPP), reading materials, students' worksheets, and other relevant documents to strengthen the data. During the research process, the researcher maintains a non-intrusive role, meaning that the presence of the researcher does not interfere with the teaching and learning activities in the classroom.

The researcher also applies research ethics by obtaining permission from the school and the participants before conducting the study. In addition, the confidentiality of the participants' identities is maintained to ensure privacy and ethical responsibility throughout the research process.

C. Research Location

This research was conducted at SMPN 14 Kaur, located in Kaur Regency, Bengkulu Province, Indonesia. This school was chosen as the research location because it represents junior high schools where English

is taught as a foreign language and reading comprehension is one of the important skills that students need to learn. Based on initial observations, the researcher found that many students still had difficulty understanding English reading texts.

In addition, teachers often faced several challenges in teaching reading comprehension, such as limited vocabulary, low student interest in reading, and limited learning resources. Therefore, SMPN 14 Kaur was considered the appropriate location to conduct this study to explore the challenges faced by English teachers in teaching reading comprehension to eighth-grade students.

D. Source of Data

1. The data sources used in this Research are :

The data sources in this study consisted of primary and secondary data. These sources were used to obtain comprehensive information about the challenges faced by English teachers in teaching reading comprehension to eighth-grade students at SMPN 14 Kaur.

a. Primary data

Primary data refer to information collected directly by the researcher from participants who are directly involved in the phenomenon being studied. In qualitative research, primary data are usually obtained through direct interaction with participants in their natural setting in order to understand their experiences, perspectives, and real conditions (Creswell & Poth, 2021). In this study, the primary data were obtained through interviews and classroom observations involving one English teacher and several eighth-grade students at SMPN 14 Kaur. The English teacher was selected because of direct involvement in teaching reading comprehension, while the students were selected because they participate in reading learning activities and experience the teaching process directly.

b. Secondary Data

Secondary data refers to data obtained indirectly from existing sources that support and complement primary data. According to Sugiyono

(2021), secondary data is used to reinforce research findings and provide additional contextual information related to the research topic. In this study, secondary data was obtained through document analysis. The documents analyzed included English lesson plans (RPP), reading materials and student worksheets, student reading assessment results, attendance lists, and class schedules. In addition, photographs or other documentation related to reading activities in the classroom were also collected. These documents helped the researcher understand the teaching context and supported the credibility of the research data (Cohen, Manion, & Morrison, 2021).

2. Research Instrument

The research instruments used in this study consisted of a semi-structured interview guide, an observation checklist, questionnaires, open-ended questions, and a documentation checklist. These instruments were employed to obtain comprehensive data regarding the challenges faced by teachers in teaching English reading skills to Grade VIII students at SMPN 14 Kaur, as well as the strategies used and the solutions implemented to overcome those challenges.

a. Interview Guide

The semi-structured interview guide was used to obtain in-depth information from the English teacher. The interview guide was developed based on the research objectives, research questions, and relevant theories related to teaching English reading skills. It consisted of several open-ended questions that allowed the participant to explain her experiences, opinions, and perspectives in detail. The interview questions covered aspects such as planning reading instruction, teaching strategies, classroom implementation, assessment of students' reading skills, challenges encountered during the teaching and learning process, and the solutions implemented to improve students' reading skills.

Table 3.1 *interview Rubric*

No.	Aspect	Indicator	Question
1.	Preparation in Teaching Reading	• Learning objectives • Lesson Preparation • Reading materials	1. How do you prepare English reading lessons for Grade VIII students? 2. What objectives do you usually expect students to achieve in reading lessons? 3. How do you choose reading materials for your students?
2.	Teaching Reading Activities	• Teaching strategies • Classroom activities • Learning media	4. What strategies do you commonly use when teaching reading skills? 5. How do you help students understand reading texts? 6. What activities do you usually conduct during reading lessons? 7. What learning media do you use in teaching reading?
3	Challenges in Teaching Reading	• Student-related challenge • Classroom	8. What difficulties do you encounter when teaching reading skills? 9. What challenges do students usually face in understanding reading texts?

No.	Aspect	Indicator	Question
		challenges • Learning facilities	10. How do classroom conditions affect the teaching process? 11. Do learning facilities influence your teaching of reading skills
4	Solution and Reflection	• Problem-solving • Improvement efforts	12. What solutions do you apply to overcome those challenges? 13. Which strategies have been the most effective in dealing with students' reading difficulties? 14. What suggestions do you have for improving the teaching of reading skills?

2. observations checklist

Instructions for Completing the Observation Sheet:

Check the “Yes” box (✓) if the teacher used the strategy during the observation, or ‘No’ if the teacher did not use it. Provide a brief note in the “Comments” column to describe the situation or the students’ responses when the strategy was applied.

Table 3.2 *Observations checklist Rubric*

No	Aspect	Indicator
1.	Lesson Preparation	Teacher prepares the lesson plan and reading materials before teaching.
2.	Learning Objectives	Teacher explains the objectives of the reading lesson.

No	Aspect	Indicator
3.	Reading Materials	Teacher uses reading materials appropriate to Grade VIII students.
4.	Teaching Strategies	Teaching Strategies Teacher applies appropriate strategies in teaching reading skills
5.	Classroom Activities	Teacher conducts pre-reading, while-reading, and post-reading activities systematically
6	Student Participation	Students actively participate in reading activities and classroom discussions
7	Learning Media	Teacher uses appropriate instructional media to support reading instruction.
8	Teaching Challenges	Teacher identifies students' difficulties during reading instruction.
9	Problem Solving	Teacher implements appropriate solutions to overcome students' reading difficulties.
10	Assessment	Teacher assesses students' reading skills through classroom activities and exercises.

The observation checklist was used to observe the English reading teaching and learning process directly in the classroom. The observation aimed to collect data on the implementation of teachers' strategies in teaching English reading skills, teacher–student interactions, the use of instructional media, students' participation, teaching challenges, and the solutions implemented during the learning process. The observation checklist was developed based on the research objectives, research questions, and relevant theories related to teaching English reading skills

to ensure that the data collected were aligned with the objectives of the study.

4. Documentation Checklist

Documentation Collected:

- a. Lesson plans or teaching modules.
- b. Photos of teaching and learning activities.
- c. Students' reading worksheets or assignments.
- d. Students' reading assessment or score lists.

E. Research Subjects

In qualitative research, the term research subjects refers to individuals who are selected because they have direct experience and relevant information related to the phenomenon being studied. According to Creswell and Poth (2021), qualitative researchers typically use purposive sampling to select participants who can provide rich and meaningful information about the research problem.

In this study, the research subjects consist of one English teacher and several eighth-grade students at SMPN 14 Kaur. The English teacher was selected as the main participant because she/he is directly involved in teaching reading skills to eighth-grade students and has experience in implementing various teaching strategies as well as facing challenges in the teaching and learning process.

The eighth-grade students were selected as supporting participants to provide additional information regarding their experiences and difficulties in learning reading skills. There are three eighth-grade classes at SMPN 14 Kaur, all of which are taught by the same English teacher. The students were selected using purposive sampling based on their active participation and relevance to the objectives of the study.

The selection of the research subjects was based on their direct involvement in the teaching and learning process of reading skills. The English teacher was chosen because of her/his experience and responsibility in teaching reading skills, while the students were selected

to provide supporting data related to their learning experiences. This selection is expected to provide comprehensive, rich, and relevant information to answer the research questions of this study.

F. Data collection technique.

Trustworthiness is an important aspect in qualitative research to ensure that the data obtained are valid and reliable. In this study, the researcher used triangulation to test the credibility of the data. According to Sugiyono (2022), triangulation is a technique used to check the validity of data by comparing data from different sources and methods. Therefore, triangulation is used to ensure that the research findings are accurate and trustworthy.

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2.Interview

Interview is a technique used to collect data through direct interaction between the researcher and the participant. According to Nurfajriani et al. (2024), interviews are useful for obtaining in-depth information and understanding participants' perspectives on a particular issue.

In this study, the interview was conducted with the English teacher to explore detailed information about the strategies used in teaching reading. The researcher asked questions related to the types of strategies used, the reasons for choosing those strategies, the challenges faced by students in reading comprehension, and the solutions applied by the

teacher. The researcher used a semi-structured interview to allow flexibility in developing questions based on the participant's responses.

3.Documentation

Documentation is a data collection technique that involves gathering written or visual materials related to the research. According to Malik et al. (2025), documentation is used to support and verify data obtained from other sources in qualitative research.

In this research, the documentation collected included lesson plans, teaching materials, photos of classroom activities, students' worksheets, and students' reading comprehension scores. These documents were used as supporting evidence to verify the consistency of the data and to provide a clearer description of the implementation of teaching reading strategies in the classroom.

the researcher compared the data obtained from observation, interview, and documentation. If the data from different techniques showed consistent results, it indicated that the data were credible and trustworthy. Therefore, triangulation helped ensure the validity of the research findings.

G. Data Analysis

The data in this study were analyzed using the Interactive Analysis Model proposed by Miles, Huberman, and Saldaña (2020). This model consists of three interrelated stages: data reduction, data display, and conclusion drawing/verification. These stages were carried out continuously throughout the data collection process until the research findings were finalized.

1. Data Reduction

In this study, data were collected through interviews, classroom observations, and documentation, focusing on the following aspects:

1. the difficulties faced by teachers in teaching reading comprehension;
2. the factors contributing to students' reading comprehension problems
3. the reading strategies used by English teachers in the classroom.

The collected data were then selected, simplified, and organized into key themes, such as teaching strategies, student responses, instructional challenges, and evaluation methods. This process helped the researcher focus on data that were relevant to the research objectives and research questions

2. Data display

refers to the process of organizing data in a systematic and understandable form so that patterns and relationships can be identified. According to Novita and Sirait (2023), qualitative data can be presented through descriptive narratives, matrices, charts, or tables to illustrate connections among ideas.

In this study, the findings from interviews and observations were presented in the form of narrative descriptions supported by tables, which showed patterns related to:

1. teaching methods used to improve students' reading comprehension
2. students' participation during reading activities and
3. challenges encountered during the teaching and learning process.

This well-organized presentation enabled the researcher to examine variations in teacher responses, classroom conditions, and student engagement during English reading instruction.

3. Conclusion Drawing and Verification

Conclusion drawing was conducted throughout the research process, from the initial data collection to the final stage of analysis. Conclusions were developed by interpreting the data and relating the findings to relevant theories and previous studies.

To minimize researcher bias, Hidayat, Ilma, and Saputra (2024) emphasize that verification should involve re-checking field notes, comparing data from different sources, applying triangulation, and discussing findings with peers.

Based on the consistency of data obtained from interviews, observations, and documentation, the researcher was able to identify:

1. the main challenges faced by teachers in teaching reading comprehension to eighth-grade students;
2. the causes of students' low reading comprehension; and
3. the effectiveness of reading strategies used in the classroom.

These findings are expected to provide a comprehensive understanding of the challenges faced by teachers and how they address them in the classroom. The conclusions drawn from this study are based on systematic analysis and verification of data to ensure their accuracy and relevance to the research objectives.

H. Research Stages

The research stages in this study were carried out systematically in three main phases, namely preparation (pre-field), fieldwork, and data processing. These stages were designed to ensure that the data obtained were accurate, valid, and relevant to the research objectives.

In the preparation stage, the researcher first identified and formulated the research problem related to teaching reading strategies in the classroom. The researcher then reviewed relevant theories, particularly Cognitive and Metacognitive Reading Strategies proposed by O'Malley and Chamot (1990), to support the research framework. After that, the researcher determined the research location and selected participants who were appropriate to the research focus. Administrative preparations were also completed, including obtaining permission to conduct the research. In addition, the researcher prepared research instruments such as observation checklists, interview guides, and documentation checklists. A preliminary observation was also conducted to understand the classroom situation before the actual data collection.

In the fieldwork stage, the researcher entered the research setting and adapted to the classroom environment. The researcher observed the

teaching and learning process and built good communication with the participants to create a comfortable atmosphere. During this stage, the researcher collected data through observation, interviews, and documentation.

Observation was conducted to identify how the teacher implemented reading strategies such as skimming, scanning, identifying main ideas, and monitoring comprehension. Interviews were conducted with the English teacher to obtain detailed information about the strategies used, the challenges faced, and the solutions applied. Documentation, such as lesson plans, teaching materials, photos of classroom activities, students' worksheets, and students' reading comprehension scores, was also collected to support the data obtained. In the data processing stage, the researcher analyzed the data using the interactive analysis model. The process began with data reduction, where the researcher selected and focused on relevant data related to teaching reading strategies. Next, the data were presented in the form of descriptive narratives and tables to make the findings easier to understand.

