

CHAPTER III

RESEARCH METHODOLOGY

The research approach utilized in the study *"An Analysis on Teacher's Practical SQ3R Strategy For Reading Comprehension at SMP AL HUDA."* is presented in this chapter.

A. Research Design

This study employed a qualitative descriptive research design. According to Creswell (2018), qualitative research is an approach used to explore and understand the meanings individuals or groups attach to a social or human problem. Qualitative research emphasizes understanding a phenomenon in the natural environment and interpreting participants' experiences and perspectives in depth. In this study, a qualitative descriptive design was used because the research aimed to describe in detail how teachers implemented the SQ3R strategy in teaching reading comprehension at SMP Al Huda.

This study focused on analyzing teacher practices in implementing the SQ3R strategy in the classroom, specifically in the process of teaching reading comprehension. Through a qualitative descriptive design, researchers were able to describe the stages teachers took, from Survey, Question, Read, Recite, to Review, and identify challenges that emerged during the learning process. Therefore, this design aligns with the research objectives because it does not focus on numerical measurements or statistical comparisons, but rather on a clear, detailed, and in-depth depiction of the learning process. Data for this

study were obtained through observation, interviews, and documentation as the primary sources of information.

Furthermore, the concept of reading comprehension in this study is supported by Grabe and Stoller (2013), who explain that reading is an interactive process between the reader and the text in constructing meaning. In the context of this study, reading comprehension is understood as students' ability to understand the content of the text through an active and directed reading process. Meanwhile, the SQ3R strategy theory was adopted from Robinson (2019), who introduced SQ3R as a systematic reading strategy consisting of Survey, Question, Read, Recite, and Review. This strategy is used to help students understand the content of the reading in a more structured way, improve memory, and encourage active student involvement in the reading process.

B. Setting and Subject of the Study

This research was conducted at SMP Al Huda, an Islamic junior high school in Kediri where English is taught as a compulsory subject. The school was selected because the English teacher implemented the SQ3R strategy in teaching reading comprehension.

According to Sugiyono (2017), qualitative research generally uses purposive sampling, meaning participants are selected based on specific considerations related to the research objectives. Therefore, the subject of this study was an English teacher at SMP Al Huda who had 10th years of experience implementing the SQ3R strategy in teaching reading comprehension.

The researcher focused on one participant because qualitative research emphasizes depth rather than quantity. John W. Creswell (2018) explains that a single participant can provide rich and meaningful data when the participant is closely related to the phenomenon being studied.

C. Research Instrument

In qualitative research, the researcher is the primary instrument. John W. Creswell (2018) explains that qualitative researchers collect data themselves through examining documents, observing behavior, and interviewing participants. To support the data collection process, the researcher used several instruments:

1. Observation

Observation was conducted to examine the implementation of the SQ3R strategy in the classroom. The researcher observed teaching activities, classroom interaction, and students' responses during the learning process.

2. Interview

Semi-structured interviews were conducted to obtain in-depth information about the teacher's experiences, strategies, and challenges in teaching reading comprehension using SQ3R.

3. Documentation

Documentation was used to collect supporting data such as lesson plans, photographs, and classroom records related to the implementation of SQ3R.

D. Data Collection

The data in this study were collected through observation, interviews, and documentation. According to John W. Creswell (2018), qualitative data

collection involves gathering information from participants in their natural settings using various techniques to obtain in-depth understanding of a phenomenon.

1. Observation

The researcher conducted classroom observations to examine how the teacher implemented the SQ3R strategy (Survey, Question, Read, Recite, Review) in teaching reading comprehension. The observation focused on each stage of SQ3R, including how the teacher introduced the text (Survey), guided students to formulate questions (Question), directed students during reading activities (Read), asked students to restate the content (Recite), and conducted review activities at the end of the lesson (Review). The observation also identified students' participation, classroom interaction, and time management during the implementation process.

2. Interview

Semi-structured interviews were conducted with the English teacher to explore two main aspects. The interview questions examined the teacher's understanding of SQ3R, lesson planning procedures, and strategies used in each SQ3R stage. In addition, the interview explored difficulties such as time limitations, students' passive learning habits, limited vocabulary mastery, difficulties in generating questions, classroom management issues, and student motivation. This technique provided deeper insight into the practical application of SQ3R and the obstacles encountered in real classroom situations.

3. Documentation

Documentation was used to support and strengthen the findings obtained from observation and interviews. The researcher collected relevant documents such as lesson plans (RPP), photographs, and classroom records related to the implementation of SQ3R. These documents helped verify how the strategy was planned and applied in teaching reading comprehension.

E. Data Analysis

The data analysis in this study followed the qualitative data analysis procedures proposed by Sugiyono (2017). According to Sugiyono, qualitative data analysis is conducted interactively and continuously until the data become saturated. The process involves three main steps: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, and transforming raw data obtained from observation, interviews, and documentation. In this stage, the researcher organized and transcribed interview recordings, reviewed observation notes, and selected relevant information related to teachers' strategies in teaching reading comprehension.

2. Data Display

After reducing the data, the researcher presented the data in an organized form such as descriptive text and categorized information. Data display helps the researcher understand patterns, relationships, and themes emerging from the data. Sugiyono explains that presenting data systematically makes it easier

for researchers to interpret findings.

3. Conclusion Drawing and Verification

The final step involved interpreting the data and drawing conclusions based on the identified patterns and themes. The researcher examined how the teacher implemented reading strategies and identified factors influencing those practices. The conclusions were continuously verified during the research process to ensure accuracy and credibility.

F. Triangulation

To ensure the validity and credibility of the findings, this study applied triangulation. According to Sugiyono (2017), triangulation is a technique used to check the credibility of data by combining different data collection methods and sources.

In this research, method triangulation was applied by using three techniques: observation, interviews, and documentation. Observation provided direct evidence of classroom practices, interviews revealed the teacher's perspectives and experiences, and documentation supported the consistency between planning and implementation.

By comparing and cross-checking data from these different sources, the researcher ensured that the findings were accurate, reliable, and reflected the real teaching situation in the classroom.