

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter describes the research methodology used in this study. The main aspect of this methodology research is divided into six parts including research stage, participants, data collection procedure, and data analysis.

#### **3.2. Research Stages**

These research stages are elaborated into three aspects, covering preliminary research, and research design and research schedule.

##### **3.2.1. Preliminary Research**

The purpose of the preliminary study was to investigate the nature of the research field condition directly related to the investigated problems in general. This preliminary study was intended to get the nature on the teaching reading comprehension, the students' responses in the interaction between teachers and students, and to see the school's facilities.

##### **3.2.2. Research Design**

This present study employed a qualitative case study design. A case study was chosen because this study was to observe and to explore the teachers' strategies on teaching reading comprehension and the student's responses toward their strategy used. In line with this, Cohen and Manion (1994) and Gay (1992) state that a case

study observes the characteristics of an individual unit—a child, a clique, a class, a school, or a community and attempts to shed light on a phenomenon by studying in depth a single case example of the phenomenon. It is an ideal design to understand and interpret observations of educational phenomena (Merriam, 1988: 2).

The whole design of this qualitative case study can be drawn as in the following diagram.

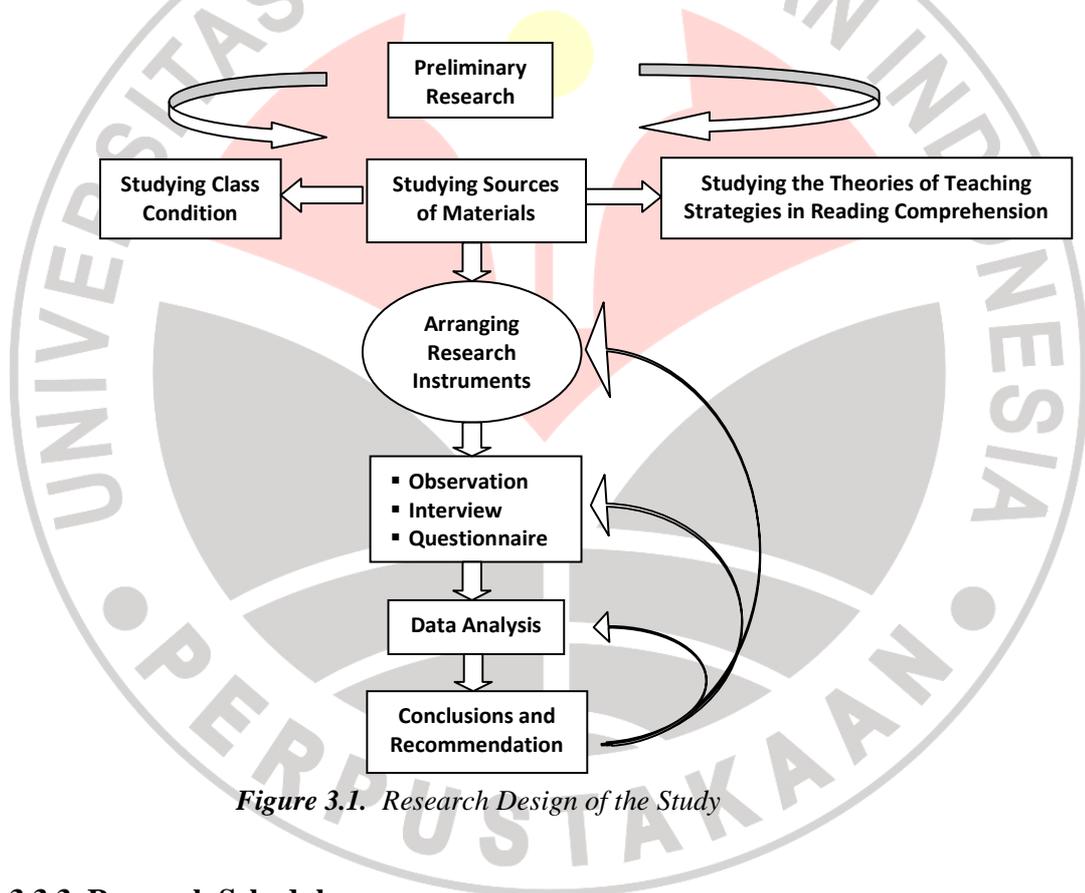


Figure 3.1. Research Design of the Study

### 3.3.3. Research Schedule.

Principally, in constructing the schedule of this study, it was referred to the school's schedule (see appendix 10) that had been conducted for the one academic

year. The schedule was also based on the agreements with the three EFL teachers of this present study. The research schedule can be seen in appendix 10.

### **3.4. Research Site**

This study took place in Kuantan Singingi Regency, Riau Province, at a Junior High School which names SMPN 1 Gunung Toar. The reasons for choosing this school based on some aspects; (1) as a teacher of this school, researcher has known that the English teachers of this school applied the strategy of reading comprehension, so the researcher want to know what strategies the teachers use in teaching. (2) Hopefully, the results of this study will be useful for improving the quality of teaching and learning English, especially for teaching reading comprehension in this school.

### **3.5. Research Participants**

The participants of this study were taken from all of EFL teachers who teach in SMPN 1 Gunung Toar. Three English teachers were chosen because they have different experiences and the degree of background knowledge. It is not to compare these three teachers but to get concrete information as much as possible about strategies in teaching reading comprehension. Besides, some students were chosen randomly for each class to get the information about their responses toward their teachers' strategies in teaching reading comprehension.

### **3.6. Data Collection Techniques**

As it is mentioned earlier, this study employed qualitative research, precisely a qualitative case study. So that, to explore the characteristics and phenomenon of the single case, multiple data collection techniques was intended to use. They were *classroom observation, interviews and questionnaire.*

#### **3.6.1. Classroom Observation**

The classroom observation was conducted in order to identify the strategies used by EFL teachers and also to identify the students' responses toward their teachers' strategies in teaching reading comprehension. The idea of using an observation as the main data collection is related to the Flander (1960) as cited in Allwright (1988) who proposed observation as the key procedure for a number of researchers who were interested not so much in comparing 'methods' as in investigating 'teaching style' in the hope of being able to find which one was the most effective.

In this study, researcher used non-participant observation technique that interacts limitedly with people who we observe (<http://www.qualres.org/HomeObse-3594>). It was chosen in this study because of its benefits in the ways of data collection of the classroom observation. Related to this term, Fraenkel and Wallen (2007: 450) state that researchers do not participate in the activity being observed but rather sit on sidelines and watch in a nonparticipant observation. In this case, they explain that the researchers are not directly involved in the situation they are

observing. Furthermore, Van Lier (1988: 40) states that the most common form of observation is undoubtedly a non-participant observation which can be done with the help of systematic observation instruments such as taking notes and checklist.

Based on the theories above, the researcher as a non-participant observer conducted the classroom observation for a month period or four cycles for each participant. The first step, the researcher as a human instrument came into the classroom, sat at back and observed the teachers' activities or strategies in teaching by seeing all the interactions between the teachers and the students. Then, researcher made the checklist on the available instruments and wrote the main points on a piece of paper as the first draft of field notes. In this case, researcher focused to note down the teachers' strategies in teaching reading comprehension and students' responses from the beginning until the end of the teaching learning process. When the teachers ended the class, the researcher immediately distributed the questionnaire for the students that will explore in the next section (see the section of questionnaire data collection).

In expecting to get the valid data as a whole, the researcher also recorded all the events of teaching reading practice in the classrooms by using audio-visual recorder. In doing this activity, the researcher was helped by a volunteer assistance to record all the interactions by using a sonny handy cam. It produced the results in a detailed recording of the communication and provided the researcher with access to teachers' intonation and their body behavior. This could be very useful in the analysis the students' response.

Then, the data in this audio-visual recording was transcribed into the written data (see appendix 3) in order to help the researcher in analyze the result and finding about the teachers' strategy in teaching reading comprehension. This activity was done after the researcher had finished the classroom observation. Thus, this transcription data was used to find the results used as main points in conducting the second interview after the observation. It was also used to analyze the students' response toward their teachers' strategies.

The next step, the researcher wrote the complete field notes (see appendix 4) after every classroom observations ended. This activity was done in order to complete the field notes that were written while observed the teachers in the classroom. It was also done in order not lose the data taken and seen from the classroom observation. In creating this, the data checklist was also used as a help. Thus the data gathered in this field notes and from video transcription were used to identify and analyze the research findings.

### **3.6.2. Questionnaire**

In the present study, the researcher used *Likert Scale Questionnaire* since this method is simple, versatile and reliable (Dornyei, 2003: 36). Then, Dornyei (2003) also explained that Likert Scale consists of a series of statements which are related to a particular target with the respondents are asked to indicate the items of agree or disagree by marking one of the responses ranging from 'strongly agree' to

‘strongly disagree’. Then after the scale has been administered, each response option is assigned with a number of scoring (1 - 5 for strongly agree and strongly disagree).

In administering the questionnaire, the researcher administered *by hand* administration because as Dornyei (2003:76) suggests that it is significant to use by hand in educational research. Dornyei also breaks down this method into two types; *one-to-one administration* and *group administration*. In this regard, the researcher used one-to-one administration for the students. The questionnaire was developed based on the second research questions. The data gathered from questionnaire were used to support the main data that get from observation. They were considered to confirm and to find out the students’ responses toward their teachers’ strategy used in teaching reading comprehension.

### **3.6.3. Interview**

The interview was carried out before and after the classroom observation. Kvale (1996: 35), and Cohen and Manion (1994) define interview as an interaction between two-person with the interviewer for the specific purpose of obtaining research and with equally influencing each other. The interview was used merely to support the data from observation, because of that; the interview’s questions should be related to the points that observed in the classroom observation.

The semi structured interview was used for this stage. It was used because the researcher has general idea where the interview should go and what should come out of it (Nunan, 1992). In a similar vein, Gay (1992: 232) explains that most

interviews use semi structured approach involving the asking of structured questions followed by clarifying unstructured or open-ended questions. He continues that the unstructured questions facilitate explanation and understanding of the responses to the structured questions. Thus, a combination of objectivity and depth can be obtained, and results can be tabulated as well as explained.

In the present study, there were two interviews which named as interview before classroom observation and the interview after classroom observation. Sometime, researcher calls with the first and the second interview. The first interview was conducted before taking the classroom observation which applied to find out the teachers' concept on the strategies in teaching reading comprehension. Then, the second interview occurred two months after the classroom observation to get the information about the teachers' reasons in using the strategies used. In this study, the researcher made individual interview with all the respondents in the two interviews because the researcher believed that there was enough time to make individual conversation or interview. Before making an interview with the interviewee, the researcher as the interviewer made conducive situation for the interview and explained to them the purpose of any unclear questions which relevance to the purpose of this study. The researcher controlled everything in the interview to get a better response which related to the interview's questions.

Since the researcher wanted to get the complete and detailed responses from the interviewee, to clarify the responses to other person and to make a short time of conversation, it was used an audio-recorder to record all the responses during the

interview. In relation with this view, Gay (1992: 233) proposed that responses made during an interview can be recorded manually by the interviewer or mechanically by a record device.

In conclusion, there were three main procedures which merely refer to the data collection techniques in this study. All the procedures conducted independently to get the data about the teachers' strategies in teaching reading comprehension and the students' responses toward their teachers' strategies in teaching reading comprehension.

### **3.7. Data Analysis**

Data analysis was conducted after collecting the data over the study. The data that was analyzed and interpreted based on the data from *observation*, *questionnaire*, and *interviews*. All of the data was analyzed by using the major phases of data analysis: *data reduction*, *data display*, and *conclusion drawing and verification* (Miles and Huberman, 1994: 10).

*For data reduction*, the amount of data has to be organized and somehow meaningfully reduced or reconfigured. Miles and Huberman (1994) describe that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this step of data analysis, the researcher sorted the data from observation, interview and questionnaire which were relevant to the research questions of the study. The reduction data from observation and interview were collected into a matrix table and

interview transcription which consist of the strategies from the three teachers in every reading stages (see appendix 5 and 6) and the reduction data from questionnaire (see appendix 7.1) were collected into tabulation data which consist of the collections' score from the students' responses to each questionnaire item.

*Data display* is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis. One technique for displaying data is to develop a series of flow charts that map out any critical track, decision points, and supporting evidence that emerge from establishing the data for a single site. In this activity, the data displayed of observation and interviews were conducted from data reduction was presented in a matrix table. All of the strategies from three teachers in data reduction were sorted and combined into a form of a matrix table which divided into the three main teaching stages (see table 4.1). This data display was used to answer the first and the second research question of this study.

Questionnaire data was presented in form of data tabulation. In this case, all the students' responses on the questionnaire items were sorted from the higher average of means which symbolized with percentage of strongly agree and agree, or percentage of strongly disagree and disagree (see appendix 7.4). This symbolization was addressed to the three teachers. In line with this, Dornyei (2003: 37) suggests that the scores for the items addressing to the same target are assumed or averaged. The data display of questionnaire was used to analyze the second research question of this study.

*The third activity is conclusion drawing and verification.* According to Miles and Huberman (1994: 11) conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand and verification entails revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions. In this activity, the researcher considered and analyzed the data gathered from the data reduction and data displayed for many times to check and verify the data needed to make conclusions. In doing this, it is something has to do with considering the important data that related to the research questions of this study.

After that, the data were interpreted by using the theories related the teaching reading comprehension strategies and students' responses in EFL context. First, as mention earlier, classroom observation was created to facilitate the researcher to indentify the process of teaching in classroom and to expand the strategies which apply by the EFL teachers in teaching reading comprehension. It was also attempted to explore the students' responses toward their teachers' strategy in teaching reading comprehension.

Second, data from interview were used to support data from observation. There were two interviews in this study; the interview before and after observation. The data gathered from the first interview was used to analyze the teachers' concept on the strategies in teaching reading comprehension. The second interview or interview after observation was used to explore the teachers' reasons on the strategies implemented in the teaching practice. Both of these two interviews data were

analyzed in steps. The first step was to put the interview questions into categories. Then a thematic analysis is developed when the researcher categorize the interviewee's responses into themes. In doing this, the researcher applied researchers' critical analysis.

The last, the data from questionnaire were used to explore the students' point of view toward their teachers' strategies in teaching reading comprehension in the classroom. In this case, the researcher was to decide the questionnaire's items into categories. Then, the researcher was also developed a thematic analysis by categorizing the students' responses into themes. Again as done for interpreting the interview findings, in this questionnaire data, the researcher also applied researchers' critical analysis.

### **3.8. Concluding Remark**

This chapter has focused on a detail methodology discussion of conducting of the research which employed a qualitative design case study as its method and approach. It includes the research stages, research site, research participants, data collection technique, and data analysis. The discussion and analysis of the research findings will presented in next chapter 4.