

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology of the study. It describes the research design, participants, procedure, data collection, data analysis, and teaching program.

#### **1.1 Research Design**

This study aimed to examine the implementation of ER and in what ways ER affects students' reading comprehension. Qualitative research was conducted in this present study. Creswell (1998; cited in Nuraini, Mulyana, & Aeni, 2019) stated, "The boundaries of qualitative research could be noticed by looking across numerous perspectives given by leading authors." This study used a qualitative method with a case study design to investigate the issues. A qualitative case study is "an in-depth, complete description and investigation of a single entity, object, or social entity. When dealing with varied data sources, case studies were typically descriptive, particularistic, heuristic, and rely on inductive reasoning." (Merriam, 1998; cited in Duff, 2008).

According to those definitions, the qualitative case study used in this study aimed to determine how ER implementation occurred and affected the reading comprehension of seventh-grade students. As a result, the study methodology used several data collection methods: classroom observation, questionnaire, and interview. The researcher participated in this study as a participant observer or teacher. Additionally, this study was an educational case study since it focuses on understanding educational activity by advancing or refining pedagogical theory through careful and thorough data collection (Stenhouse, 1985; cited in Ferdila, 2014). Therefore, the qualitative case study was suitable for this study since it was in line with the objective of the study.

## 1.2 Participants and Site

Purposive sampling was used to collect the samples. As Patton (1990; cited in Alwasilah, 2009) indicates, a qualitative study employs a purposive sampling strategy. It was because it focused on understanding the phenomenon rather than making empirical generalizations about the population based on a sample. Furthermore, the study was conducted in one of the Junior High Schools in Bandung. One class of seventh graders consisting of 28 students was chosen as the participants in this study. In the academic year 2022/2023, they were combined into one class. The teacher suggested the participants' class since the students were thought to have less comprehension of reading English than the other classes.

Moreover, many studies have been conducted with adolescents as their participants. Hence, the researcher devised the research conducted in the seventh grade of junior high school since all students can still be considered young learners in this phase. Numerous additional classes did not disrupt them, as third graders would be for the final exam.

## 1.3 Research Procedure

The procedures of this study are conducted by several steps which are described below:

1. *Preparation.* In this stage, the researcher prepared everything needed later to implement ER to the students, including selecting the books that will be used later.
2. *Implementation.* In this stage, the researcher has provided students with activities to implement ER outside class time.
3. *Follow-up activities.* This stage is also known as classwork, where students do post-reading activities. The classwork activities are described as follows.

**Table 1.1 The Classwork Activities**

Date	Activities
Meeting 1: 3 <sup>rd</sup> of April, 2023	In this first meeting, or the preparation stage, the teacher explained to students about ER, which aimed to make students understand what ER is and its implementation.

	Then, the teacher showed the students a short story and told them to read the text. After that, students were asked to answer questions based on the text. In this meeting, the teacher explained what activities they would do during the fourth meeting later.
Meeting 2: 4 <sup>th</sup> of April, 2023	At this second meeting, students were asked to create group discussions and discuss the texts they had read with their friends. The teacher facilitates them with guiding questions they must ask their group mates. It was done in order to create discussion in the group. The teacher gave about 10-15 minutes for them to discuss. After that, the teacher asked one of the group representatives to present the results of the discussion that had been carried out to other classmates. After the group activity, the teacher asked students who wanted to read the results of their reading journal to raise their hands and come to the front of the class to share the results of the text they had read before.
Meeting 3: 10 <sup>th</sup> of April, 2023	The students still do the same activities as the second meeting. At this third meeting, the teacher found that many students did not want to do a group discussion with several people because they considered it less effective. Therefore, they asked to do it in pairs with their table mates. At this meeting, the students' enthusiasm was evident when they were asked to share about the reading journals they had made. Their activeness in doing classwork also increased from the previous two meetings.
Meeting 4: 9 <sup>th</sup> of May, 2023	Direct discussions were held in pairs with their table mates at this last meeting. The class activities carried out were still the same as the previous meeting. In this last meeting, there was a change in the students; they were very active in participating in class activities, and it seemed that they were

	more confident when they shared their reading journals in front of the class. They can also write on the board their favorite parts of the text. Moreover, when asked about the difficult words they found in the text, they could answer them.
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4. After all the teaching and learning sessions, all the students filled in the open-ended questionnaire, and selected students (4 students) were interviewed.
5. The data collected through observation, questionnaire, and interview were analyzed.
6. The findings and discussions concluded.

#### **1.4 Data Collection**

The data from this study were analyzed using triangulation techniques. This technique refers to Alwasilah's (2009) methods in qualitative research design. Cresswell (2012) indicates that triangulation combines "the strength of one strategy and counteracts the shortcoming of the other." As a result, three instruments were used in this study to collect the data: classroom observation, questionnaire, and interview.

##### **1.4.1 Classroom Observation**

Classroom observation was the first instrument used in this study. According to Alwasilah (2009), the researcher can see the unspoken understanding, how the theory is applied directly, and the respondent's perspective that might not be covered in interviews or questionnaires. Furthermore, in this study, classroom observations were undertaken to assess students' learning activities. During the observation, observation sheets and field notes were used to record notes regarding the participants' behavior and performance (Cresswell, 2012).

Field notes were used at all meetings, and the observation sheets were used for the second through fourth meetings. The observation sheet was not used in the first meeting because there were no ER-related follow-up activities. The

observation sheet, on the other hand, was focused on activities related to ER. It is also known as a follow-up or post-reading activity carried out in the classroom. Because according to Day and Bamford (2004), students were generally included in post-reading activities after doing ER. Furthermore, following *Permendiknas Nomor 41 Tahun 20*, these post-reading activities were divided into exploration, elaboration, and confirmation. And this observation sheet was adapted from Ferdila (2014). Therefore, the observation sheet was displayed as follows.

**Table 1.2 Observation Sheet**

Categories		Activities	Yes	No	Evidence
<b>Homework</b>		The students did the reading journal.			
<b>Classwork</b>	<b>Exploration</b>	Students were involved in the class discussion about their experience in reading text.			
	<b>Elaboration</b>	The students participated actively in group discussions.			
		The students could attend group discussions for a reasonable amount of time.			
		The students were able to share what they got from their group discussion.			
		The students were able to read aloud their favorite part from the text.			
	<b>Confirmation</b>	The students were able to know the aim of the text.			

### 1.4.2 Questionnaire

The questionnaire is the most widely used data collection method in descriptive research (Alwasilah, 2009). Questionnaires were used to reveal students' responses to ER activity. According to Nurgiyantoro (2010), a questionnaire is a series of written questions regarding specific concerns addressed to students (also known as respondents in research). In this present study, the researcher used open-ended questionnaires. Open-ended questionnaires allow respondents to express their opinions in a way that may produce more surprising and insightful results (Mackey and Gass, 2005; cited in Ferdila, 2014). This form consisted of ten questions. The benefit of using this type of questionnaire, according to Creswell (2012), is that the open-ended responses permit exploring reasons for the closed-ended responses and identifying any remarks people may have beyond the answers to the closed-ended questions.

After the ER strategy was fully implemented, the students received the questionnaires administered anonymously to obtain accurate data.

**Table 1.3 Questionnaire Instrument**

No.	List of Questions
1.	Does the implementation of ER benefit you? If so, write down what the benefits are!
2.	Does implementing ER help you understand the main ideas in a text? If so, what is the reason?
3.	Does ER help you comprehend structure in English?
4.	How does ER help you to understand the structure in English?
5.	Does implementing ER help you understand the difficult words in a text? If so, why?
6.	How does ER help you to understand difficult words?
7.	Does the implementation of ER help you to improve your vocabulary? If so, what is the reason?

8.	How does ER help you to understand vocabulary in English?
9.	Does implementing ER help you draw conclusions about the context being discussed in a text? If so, why?
10.	Does implementing ER increase your motivation and fluency in reading, especially in English? If so, what is the reason?

### 1.4.3 Interview

After the questionnaire, the next step was the interview. Interviews were used to collect information that was impossible to obtain through observation (Alwasilah, 2009). According to Alwasilah (2009), several advantages can be obtained by researchers from interviews, such as:

1. Researchers can explain questions that respondents do not understand.
2. Researchers can ask follow-up questions.
3. Respondents tend to answer when asked a question.
4. Respondents can tell something that happened in the past and the future.

However, the weakness of this interview was that respondents might not be honest in answering questions. Therefore, observation and questionnaires can help neutralize this.

A semi-structured interview was the interview model used in this study. According to Sugiono (2012), this interview aimed to elicit honest opinions and ideas from the respondents to identify the issue. Voice recorders were used to record the interviews. The questions were presented in Indonesian, and students may respond in Indonesian to avoid misunderstandings and make answering the questions more manageable. Four students will serve as samples in the interview.

The framework and set of questions had been created before interviewing as follows.

**Table 1.4 Interview Framework for Students**

No.	Categories	Item Number	Total
1.	Students' personal feelings toward the implementation of ER	1, 2, 3	3

2.	Students' perspective toward the implementation of ER activities	4, 5, 6,	3
3.	Student's response to the difficulties during the implementation of ER	7, 8	2
4.	Student's response to the benefits of the implementation of ER	9, 10	2
5.	Students' perception of reading activity	11, 12, 13	3
6.	Students' suggestions for future ER activities	14	1

**Table 1.5 Interview Instrument**

No.	List of Questions
1.	Have you done or heard about ER before?
2.	What comes to mind when you hear the words "Extensive Reading" for the first time?
3.	How do you feel when I teach ER?
4.	What do you learn after engaging in the ER program with me?
5.	Do you think making a Reading Journal is important?
6.	In class, we like to conduct group discussions regarding the text we have read. So, do you think group discussions are important or not?
7.	Are there any difficulties that you experienced during the implementation of ER?
8.	Do you feel bored being given the task of reading the text every week?
9.	Is there a favorite part that you felt during the implementation of extensive reading?
10.	Does the implementation of ER improve your reading comprehension?
11.	Do you like reading English books? If so, what is the reason?
12.	In your opinion, what is a fun reading activity like?
13.	Do you agree with making this ER a weekly activity?
14.	Do you have any suggestions for future ER activities to make it more engaging for students?



## **1.5 Data Analysis**

Data analysis was performed after completing the entire data collection procedure (classroom observation, questionnaire, and interview). The research-related items were selected, and the irrelevant ones were removed. Data reduction was the term for the deletion process of the data on research that was not relevant.

### **1.5.1 Classroom Observation Analysis**

The data from the observations were collected using observation sheets and field notes in each meeting, and the data were analyzed both during and after the learning process. On the other hand, field notes were used in every meeting, while the observation sheets were used in the second through fourth meetings. The observation sheet was not used in the first meeting because there will be no ER-related follow-up activities at the first meeting.

In this study, a table was created to display the results of the observation sheet, and the field notes were included in a narrative to describe the execution of ER activity in the classroom.

### **1.5.2 Questionnaire Analysis**

The open-ended questionnaire distributed on the 10<sup>th</sup> of May when all students had completed all of ER activities, and the data were examined by categorizing the students' responses. According to Creswell (2012), while analyzing open-ended responses, qualitative researchers look for overlapping themes in the data, and some researchers quantify the number of themes or the frequency with which participants mention them. This procedure is called the coding procedure; however, according to Leavy (2017), it enables researchers to reduce and classify generated data because it specifies a word or phrase to data segments.

### **1.5.3 Interview Analysis**

On the 10<sup>th</sup> of May, data was gathered through interview. A voice recorder was used to record the data from the interview, and the recording was transcribed to get precise information and points from the interview and to analyze the data. Next, students' transcription was coded to distinguish the students' personal

feelings, attitudes, difficulties during the implementation of ER, the benefits of ER, and suggestions for future ER activities. The last, the identity information was kept confidential.

## **1.6 Concluding Remarks**

This chapter has described the study's methodology, including research design, participants, procedure, data collection, data analysis, and teaching program. The following chapter will provide a description of the findings and a discussion of the acquired data.