

CHAPTER III

RESEARCH METHODOLOGY

This chapter gives a detailed description about the procedure of the research to answer the two questions of this research. It covers research questions, research method, site and participants, data collection, research procedure, and data analysis.

3.1 Research Questions

The statements of the problems of this research are formulated in the following questions.

1. How is SQ3R implemented in teaching reading comprehension?
2. What are students' responses toward the implementation of SQ3R in teaching reading comprehension?

3.2 Research Method

Qualitative research in the form of case study was conducted in this research intended to describe the implementation of SQ3R in teaching reading comprehension and students' responses toward the implementation of SQ3R. According to Fraenkel, Wallen, & Hyun (2012), qualitative research concerns with both process and product, for example, describing how things occur, how students interact with their teacher as well as their friends in the classroom, how questions are answered, and so on. This research was in the form of qualitative case study since it was carried out in a single case in which the researcher's aim is to understand the case (Fraenkel, Wallen, & Hyun, 2012). In addition, it was a qualitative case study since it was concerned with a description of events relevant to the case (Hitchcock and Hughes, 1995 in Cohen, Manion, & Morrison, 2007).

Based on the explanation above, a qualitative case study was used in this research in order to describe the events related to the case including both process and product, for example, how things occur, how students interact with their teacher as well as their friends in the classroom, and how questions are answered (Hitchcock and Hughes, 1995 in Cohen, Manion, & Morrison, 2007; Fraenkel, Wallen, & Hyun, 2012) while implementing SQ3R in teaching reading comprehension. Therefore, there were some activities done in this research. The researcher implemented SQ3R in teaching reading texts and observed the implementation of SQ3R in teaching reading texts during the lesson. Then, she interviewed selected participants to get their responses toward the implementation of SQ3R in teaching reading comprehension.

In line with the explanation above, this research was conducted to describe the implementation process of SQ3R and students' responses toward the implementation of SQ3R in teaching reading comprehension.

3.3 Site and Participants

This research was conducted at one State MTs in Sumedang. The school was chosen because the school was cooperative to allow the researcher to carry out the study.

The participants in this research were the eighth graders, while the researcher, as a participant observer (Fraenkel, Wallen, & Hyun, 2012), participated as the teacher who implemented SQ3R in teaching reading and observed how the implementation of SQ3R at the same time. There are four classes of eighth grade students in this school. However, there was only one class as the sample in this research. The class was VIII A which consists of 30 students whose ages were around 13 years old. The class was chosen based on the discussion with the teacher of the eighth grade students (the real teacher in class) in which the students in this class have different abilities in learning English.

In addition, there were ten (10) students who were interviewed in this research. The respondents were selected based on the principles of fairness and voluntary in which the researcher informed them before they were interviewed, and they were not forced to be interviewed (Herdiansyah, 2013).

The eighth grade students were chosen because based on the informal interview with the teacher of the eighth grade students (the real teacher in class) it is proven that they have more knowledge than the seventh grade students. For instance, there are some materials that have been taught on the seventh grade such as descriptive text, expressions for asking and giving something, opinion, information, and so on.

3.4 Data Collection

In collecting the data, there were three instruments applied in this research, those are observation, interview, and document analysis. According to Satori & Komariah (2011), the fundamental methods in collecting the data of qualitative research are participant observation, in-depth interview, and document analysis. In line with this, Fraenkel, Wallen, & Hyun (2012) states that qualitative researchers use observation, in-depth interview, and document analysis in collecting and analyzing the data. In addition, Emzir (2011) also states that observation, interview, and document analysis are used in collecting the data of qualitative research. In other words, collecting the data in qualitative research is done by observing people and events, interviewing selected participants, and analyzing various documents (Fraenkel, Wallen, & Hyun, 2012).

3.4.1 Observation

Observation is used to observe and record what people do in the setting (Fraenkel, Wallen, & Hyun, 2012). In line with this, Cooper and Schindler (2001, p. 374) in Cohen, Manion, & Morrison (2007) states that observation enables a

researcher to look at behavior, such as students interact with their teacher as well as their friends in the classroom. The observation was applied in this research to investigate the teaching-learning process during the implementation of SQ3R in teaching students reading comprehension.

In this research, the observations were conducted six times (six meetings) from August, 13th to September 3rd, 2014. The time allocation in each meeting was 80 minutes. During the observation, SQ3R were implemented by the researcher as a participant observer in which she participated as the teacher who implemented SQ3R in teaching reading comprehension and observed how the implementation of SQ3R in teaching reading comprehension at the same time. As stated in Fraenkel, Wallen, & Hyun (2012) a participant observer fully participates in the activities of the group studied and makes it clear that he or she is doing research. Thus, the type of observation in this research is participant observation (Fraenkel, Wallen, & Hyun, 2012).

As a participant observer, the researcher is able to observe ongoing behavior as it occurs and to make appropriate notes about its salient features (Bailey, 1994 in Cohen, Manion, & Morrison, 2007). The instrument used to observe the activities in implementing SQ3R was observation sheets. The observation sheet was filled by the researcher who also participated as the teacher, and the complete notes were written in the field notes as quickly as possible after the observation (Cohen, Manion, & Morrison, 2007; Satori & Komariah, 2011). In addition, the teaching-learning process in each meeting was also recorded by using video recorder that enables the researcher to watch repeatedly and recheck it easily. As stated in Moleong (2010), video-tape can be observed repeatedly so that the researcher can recheck it easily. In line with this, Alwasilah (2008) states that the researcher is suggested to record the observation activities by using video recorder so that it can be watched repeatedly.

The observation sheet as the instrument used to observe the activities in implementing SQ3R was developed from the theories of SQ3R. Therefore, it

consists of the activities in each step of SQ3R developed based on the theories of SQ3R. The following activities were observed to get more data on the teaching-learning process.

Table 3.1 Observation Sheet

SQ3R	Activities	Yes	No	Evidence
SURVEY (S)	The students survey the text by reading about the title of the text.			
	The students survey picture (s) to get a general understanding of the text.			
	The students survey each paragraph.			
	The students survey the difficult word (s) of the text.			
QUESTION (Q)	The students write question (s) about the title of the text.			
	The students write question (s) about the picture (s) of the text.			
	The students write question (s) based on each paragraph of the text.			
	The students write question (s) about the similar meaning (s) of difficult word (s).			
	The students write question (s) about the opposite meaning (s) of difficult word (s).			
READ (R-1)	The students read the text to find the answers to the questions developed in step 2.			
	The students write the answer (s) based on the question (s) about the title of the text.			
	The students write the answer (s) based on the question (s) about the picture (s) of the text.			
	The students write the answer (s) based on the question (s) about the information in each paragraph of the text.			
	The students write the answer (s) about the similar meaning (s) of difficult word (s).			
	The students write the answer (s) about the opposite meaning (s) of			

	difficult word (s).			
RECITE (R-2)	The students recite the information in step 3 by restating the answers by their own words.			
	The students write their response about the text.			
REVIEW (R-3)	The students review the information of the text.			
	The students recall the main points of the text and the supporting details.			
	The students write a summary about the text.			

Adapted from Apandi (2011); Robinson (1941) in Wright (2003)

3.4.2 Interview

According to Fraenkel, Wallen, & Hyun (2012), the aim of interviewing people is to find out what they think or how they feel about something. A semistructured or in-depth interview were used in this research to gain in depth and clear information from the informants (Hatch, 2002).

As stated in Hatch (2002), in a semistructured interview, the researcher comes to the interview with guiding questions and records the interview. In this research, a one-to-one interview was conducted after the implementation of SQ3R. It consisted of six questions exploring students' responses toward the implementation of SQ3R. Besides, the questions in interviewing the students were carried in Indonesian intended to gain clear understanding on what researcher and participants say (Rumhayati, 2012).

Based on the explanation above, the interview in this research was developed by formulating six questions to gain in depth and clear information about students' responses toward the implementation of SQ3R in teaching reading comprehension. The first question was about whether the students are interested in the implementation of SQ3R in teaching reading texts or not. The second question was about whether SQ3R improves their abilities in reading English text or not. The third question was about whether SQ3R enriches their vocabulary or not. The fourth question was about whether SQ3R helps them to rewrite information by

their own words or not. The fifth question was about what they really like in reading English texts by using SQ3R. The last question was about what their difficulties in reading English text by using SQ3R. Afterward, the students' answers of the interview were transcribed, and then described. Lastly, those are related to relevant literature to answer the research questions.

3.4.3 Document Analysis

The last technique used in this research was analyzing documents (Fraenkel, Wallen, & Hyun, 2012). According to Satori & Komariah (2011), document analysis is the complement of observation and interview. Further, they (2011) also states that document analysis is collecting written documents and data that are needed to be investigated.

As the complement of observation and interview (Satori & Komariah, 2011), the written documents in the forms of lesson plans, observation sheets, field notes and students' reading assessments were analyzed in this research in order to answer the research questions. The lesson plans which were designed by the researcher, as a participant observer, were used to find out the whole process of teaching reading texts by using SQ3R. Then, observation sheets and field notes were used to take the real situation during the teaching-learning process. Field notes are the detail notes taken by a researcher that is what she or he sees, hears, experiences, and thinks in the course of collecting and reflecting data (Fraenkel, Wallen, & Hyun, 2012). Field notes are usually written as quickly as possible after the observation (Cohen, Manion, & Morrison, 2007; Satori & Komariah, 2011). Lastly, students' reading assessment sheets were used to find out students' comprehension in reading texts. The following is the field note table to take the real situation during the teaching-learning process.

Table 3.2 Field Notes

Overall Comments	
SURVEY (S)	

QUESTION (Q)	
READ (R-1)	
RECITE (R-2)	
REVIEW (R-3)	
Note: Action suggested:	

Adapted from Robinson (1941) in Wright (2003)

3.5 Research Procedure

There were some steps which were conducted by the researcher, as a participant observer, in taking the data required in this research. The steps were preparing the lesson plans, preparing teaching materials, observing activities in the classroom, interviewing, and analyzing documents.

3.5.1 Preparing the Lesson Plans

There were six lesson plans implemented in doing this research. Those lesson plans were designed by the researcher, as a participant observer, for six meetings. The materials in the lesson plans were about descriptive and recount texts.

3.5.2 Preparing Teaching Materials

There were six texts used in this research. The materials were about descriptive and recount texts, those were “The Ka’bah”, “Al-Masjid An-Nabawi”, “The Symbolic Sites of Masjidil Haram”, “My Holiday”, “Going Fishing for the First Time”, and “Going Camping with My Friend”. Several texts were adapted

from *Buku Sekolah Elektronik* (BSE) by Priana, et al. (2008) entitled “Scaffolding: English for Junior High School Students Grade VIII”, and also a book by Setiawan & Mustafa (2009) entitled “Siap Menghadapi Ujian Nasional SMP/MTs Bahasa Inggris”, and the others were adapted from <http://wikipedia.com>.

3.5.3 Observing Activities in the Classroom

Observing activities in the classroom was conducted by the researcher, as a participant observer, during the implementation of six lesson plans that have been designed. The teaching-learning process was also recorded by using video recorder that enables the researcher to watch it repeatedly and recheck it easily (Alwasilah, 2008; Moleong, 2010).

The implementation of six lesson plans included the explanation how to do SQ3R in reading descriptive texts and recount texts, and also the implementation of SQ3R in group work and individual work. The materials and the interaction pattern used in this research are showed in the following table.

Table 3.3 Dates, Materials and Interaction Patterns of the Research

Meeting	Date	Material	Interaction Pattern
1	August 13 th , 2014	Descriptive Text	-
2	August 20 th , 2014	Descriptive Text	Group Work
3	August 22 nd , 2014	Descriptive Text	Individual Work
4	August 27 th , 2014	Recount Text	Individual Work
5	August 29 th , 2014	Recount Text	Group Work
6	September 3 rd , 2014	Recount Text	Individual Work

3.5.4 Interviewing

The interview was conducted on September 3rd, 2014 in the last meeting. There were ten (10) respondents who were interviewed. The respondents were selected based on the principles of fairness and voluntary in which the researcher

informed them before they were interviewed, and they were not forced to be interviewed (Herdiansyah, 2013).

There were six (6) questions to explore students' responses toward the implementation SQ3R in teaching reading texts. The six questions were about whether they are interested in the implementation of SQ3R in teaching reading texts or not, whether the implementation of SQ3R improve their abilities in reading English text and enrich their vocabulary or not, whether SQ3R helps them to rewrite information by their own words or not, and what they really like in reading English texts by using SQ3R as well as what their difficulties in reading English text by using SQ3R.

3.5.5 Analyzing Documents

The documents analyzed in this research were in the forms of lesson plans, observation sheets, field notes, and students' reading assessments. The lesson plans were analyzed to find out the whole process of teaching reading texts by using SQ3R. Then, observation sheets and field notes were analyzed to take the real situation during the teaching-learning process. Lastly, students' reading assessment sheets were analyzed to find out students' comprehension in reading texts.

3.6 Data Analysis

The data which were collected from observation, interview, and document analysis were analyzed. Further, the data from the three instruments were presented in the form of descriptive explanation in which the data were reported in words (Arikunto, 2006).

The triangulation was used in this research to ensure the validity of the research (Creswell, 2008 in Emzir, 2010). According to Emzir (2010), triangulation is the process of analyzing data from different sources (observation, interview, and document analysis) to ensure the validity of the research. In this

research, this process was done by analyzing the results of the observations obtained from classroom activities, the students' answers from the interview, and document analysis to answer the research questions. In line with this, Fraenkel, Wallen, & Hyun (2012) states that analyzing the data in a qualitative research is done by analyzing the information obtained from various sources (observation, interview, and document).

3.6.1 Observation

The data from observation were analyzed descriptively to answer the research questions including the process of SQ3R implementation and the students' responses toward the implementation of SQ3R in teaching reading comprehension. The data from observation were analyzed in the following steps.

1. Implementing SQ3R technique in teaching reading texts.
2. Observing and recording how SQ3R was implemented in teaching reading texts by using observation sheet, field notes, and videos.
3. Interpreting and describing the data taken from observation to answer the research questions.

3.6.2 Interview

The data from the interview were recorded by using voice recorder in a hand phone. The data taken from the interview were analyzed in the following steps.

1. Transcribing the data from the interview.
2. Interpreting the data from the interview to answer the research questions.
3. Relating the data to relevant literature.

3.6.3 Document Analysis

The documents which were analyzed in this research are in the forms of lesson plans, observation sheets, field notes, and results of students' reading assessments. The lesson plans were analyzed to find out the process of teaching reading texts by using SQ3R. Observation sheets and field notes were also analyzed to take the real situation during the teaching-learning process. Then, results of students' reading assessments were analyzed to find out students' comprehension in reading texts. Lastly, the documents that have been analyzed were interpreted to answer the research questions.

3.7 Concluding Remark

This chapter presented a detailed description of research methodology in this research, including research questions, research method, site and participants, data collection, research procedure, and data analysis. The aims of the research were to describe the implementation of SQ3R in teaching reading comprehension and to identify students' responses toward the implementation of SQ3R in teaching reading comprehension. The researcher used three instruments, including observation, interview, and document analysis to obtain the data. The results of this research will be described in the next Chapter.