

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research methodology that was used in the study. It covers research design, site and participant, techniques of data collection and techniques of data analysis.

#### **3.1 Research Design**

This research used qualitative descriptive design because of several reasons. First, it described and investigated teacher's approaches to teaching reading and the problems they experienced in the teaching process and the students' opinions on the activities applied by the teacher. It is in line with McMillan & Schumacher (2006) that say descriptive designs are used to summarize the current and the past status of phenomena and Gay (2009) that states descriptive research involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. So, the phenomena that were described here were the teacher's approaches and problems in teaching reading, the students' opinions about reading activities and the effects of the activities to the students' reading skills.

Then, since this kind of study determines and reports the way things are, this study explained and explored the approaches used by the teachers in teaching reading to the students. The problems were perceived through the observation and the participants' view. As argued by Cresswell (1998: 15), McMillan & Schumacher (2001), Holliday (2002), Gray (2004: 320) and Snape & Spencer (2003), a qualitative research is an investigation process of comprehension based on discrete methodological traditions of inquiry that examine people's problem, actions, belief, thought and perception in individual and social life. Further, the

students' opinions on teaching reading activities were also analyzed qualitatively because the data were collected by using open-ended questions.

### **3.2 Site and Participant**

This research was conducted in a school in Bandung. This school was selected as the setting because it was established as the model school under the policy of a university. Therefore, it was chosen as the setting of the research because it was also accessible. The participants were one EFL teacher that taught in grade seven and a group of students from her class. It was presumed that the students also had the same ability level. The students chosen as participant were about 25 students. The participants were selected by using purposeful sampling. As stated by Maxwell (1996: 70) and Alwasilah (2011: 103), the participants chosen are the ones who can give the important and appropriate information that the other people cannot provide.

### **3.3 Techniques of Data Collection**

In collecting the data in qualitative research, as stated by Maxwell (1996: 76), Alwasilah (2011: 105-106) and Silverman (2012: 212), it is better to use triangulation strategy because the data will be valid and reliable. Triangulation strategy in collecting data is a strategy that combines more than one method of collecting data for research. Using only a single method in gaining the data cannot provide enough data and description of the phenomena happen in doing qualitative research. Therefore, in this study, the data were collected through:

#### **3.3.1 Observation**

Observation was done to get data about the teacher's approaches and problems in teaching reading. So, the approaches that teacher used were reflected through the activities that she applied in teaching process. Observation was

conducted because it could help researcher record information as it occurred in a setting and observed actual behavior of the teacher in teaching reading and the students in responding and learning. What teachers did to teach reading was the reflection of their knowledge and belief in teaching reading. So, observation is one way to define teachers in teaching reading because it can inform what they do and why they do it (Vacca, et al., 2006: 35). Observation is the process of collecting open-ended, firsthand data through observing people and places at a research site (Creswell, 2009: 181; Creswell, 2012: 213). In this study, the researcher had role as a nonparticipant observer because she only visited the site and recorded the data without involving or participating in the activities (McMillan & Schumacher, 2001; Creswell, 2012: 213; Fraenkel, Wallen & Hyun, 2012: 446).

The observation was done for seven meetings and it was adjusted to the teacher's schedule in teaching reading in the class. The observation was conducted in the first half semester. The data were gathered by using video tape and an observational protocol. As stated by Creswell (2012: 216), an observational protocol is a form made to note information during an observation. The information noted or field notes can be chronology of events, a detailed portrait of individuals, and situation in the setting. By conducting the observation, teacher's approaches and problems in teaching reading were unveiled.

### **3.3.2 Questionnaire**

Questionnaire was used to find teacher's approaches and problems in teaching reading and the students' opinions on reading activities applied by the teacher. As stated by Wallace (2001: 124), Gray (2004: 187), Cohen et al., (2007: 317) and Dornyei & Taguchi (2010: 3), questionnaire is a written instrument with series of questions that is used to gather information about participants' knowledge, opinion, ideas and experiences. Open-ended questions were used

because this research aimed to explore the teacher's reasons to employ the activities in teaching reading and the students' opinions on the activities used by the teacher. Further, teacher's teaching approaches could be reflected through her answer of questionnaire. Additionally, the students' opinions were categorized to be positive and negative opinions later.

### **3.3.3 Interview**

Interview was done to get more information as clearly as possible about the teacher's approaches and problems in teaching reading and the students' opinions on their teacher's teaching activities. It can enable the participants to discuss and share phenomena from their point of view (Cohen, 2007: 349). Interview is a purposeful interaction in which a person gets information from other people (Gay, 2009:36). It can also be said as the interaction that occurs between interviewer and interviewee (Gillham, 2000: 1; Kvale 2007 in Liamputtong, 2009: 43). This research used semi structured interview where researcher only used the important points or general ideas as the guide to interview the interviewee (Nunan, 1992: 149; Emilia, 2011). This kind of interview combines a certain degree of control with a certain degree of freedom to develop the interview (Wallace, 2001: 147). Semi structured was chosen because the purpose of the research was to find the approaches used by the teacher in teaching reading and the problems she encountered during the process.

Before doing the interview, several questions were discussed with advisors so that the questions chosen were really appropriate with the topic. During interview, the researcher asked the teacher to explain her view about teaching reading, her reasons for applying certain teaching activities and the problems she faced during teaching process. The questions were developed during the interview. The interview was recorded by using recorder and also noted in written form.

### **3.3.4 Document Analysis**

Document analysis was used to find the students' reading skills after being taught by the teachers by using particular activities from some approaches. Document analysis is a technique to collect data by investigating the contents that are relevant to the research (Connole, Smith and Wiseman, 1993; Emilia, 2011). The documents used were the students' answer sheets. Since the role of researcher was as non-participant observer, the reading skills analyzed were just the ones that the teacher tested to the students. Consequently, the explanation in this research was limited to be about some certain skills only.

### **3.4 Techniques of Data Analysis**

The data were analyzed during and after data collection to avoid delay and decrease memories. This is in line with the principles of data analysis that are proposed by Krueger (1998) in Murni (2011) about data analysis to avoid 'jeopardized by delay'. The data were analyzed based on the instruments (Cohen, 2007: 468) because it makes the analysis become more comprehensive (Emilia, 2012: 204). Then, the data were connected to the theories about teaching approaches and teaching activities from some experts. The data from observational protocol, field notes, questionnaires, interview transcripts and document analysis were analyzed qualitatively and given overview as initial step in qualitative analysis.

Furthermore, the data were analyzed by conducting three steps (Maxwell, 1996: 78-79). First, the researcher wrote important thing in memo during analyzing the data. It was very useful since the researcher could write down and analyze the important things. After that, the researcher did categorizing or coding. The purpose of coding in qualitative research is to compare the data within and between the categories and to help in developing the theoretical concepts of the data. Then, it can help to sort the data into broader themes and issues. The last one was contextualizing strategies. This is the way to understand the data in context.

Then, the data were described and teachers' approaches and problems in teaching reading and students' opinions were revealed.

Moreover, descriptive statistics was also used in analysis the data from document analysis to see the percentage of the students' score in each skill. The formula suggested by Sudjana (1991) was used.

$$P = \frac{F}{N} \times 100\%$$

Where:

P= percentage

F= Frequency

N=Number of respondent