

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses a set of methodology, which covers the research purposes, research questions, site and participant of the research design, data collection technique, and data analysis. Each of which will be explained below.

#### **3.1 Research Purposes and Research Questions**

As mentioned in the first chapter, this study was intended to, firstly, investigate the implementation of *Reading to Learn* Program in teaching reading and writing factual text, and secondly to find out the students' opinion of the implementation of *Reading to Learn* Program. Thus to meet these two purposes, two research questions are proposed as follows:

1. In what ways can *Reading to Learn* Program improve students' reading and writing ability?
2. What is the students' opinion towards the implementation of *Reading to Learn* Program?

#### **3.2 Research Design**

This study employed a case study, because the characteristics of the present study was a resemblance to those of a case study. Firstly, this study was concerned with certain case in certain context which is in line with Cohen et al (2007:253) stating that a case study is a specific instance that is frequently designed to illustrate a more general principle. Secondly, this study observed the nature of the implementation of *Reading to Learn* program in EFL context in Indonesia, as an attempt to develop the students' reading and writing ability in factual text. Specifically, the type of a case study used in this study was text analysis since the

study investigated written texts (Merriam, 1991; Travers, 2001, cited in Samanhudi, 2011) which was factual text written by Indonesian EFL students for their writing assignments. As Freebody (2000) said, this text analysis is another method of qualitative case study which is one linguistic approach that has been well developed in the area of education. Further, one of the strengths of a case study is it could observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects (Cohen et al, 2007:253). Therefore, a case study design has been considered appropriate for this study, since it provided a unique example of real people in real situations.

Besides, this study employed multiple data collection techniques and analysis procedures to increase the validity of the study, including interviews, and document of the students' factual texts. Multiple data gatherings aimed to enhance the construct validity of the study (Yin, 1993, p. 39-40 in Emilia, 2005, p.74). In addition, the greatest advantage of this study as a case study was that it permitted a researcher to reveal the way multiple factors interacted to produce the unique character of the entity which was the participants of the research (Thomas, 2003, p.35).

### **3.3 Research Site and Participants**

This study was carried out at Computer Accounting Department of a Polytechnic in Bandung. This research site was chosen for two reasons. First, the researcher is one of the teaching staff members with more than three years of teaching experience within the institution. It helped the researcher to get easy access to the research site, and hence, increased the feasibility of the study (Bogdan and Biklen, 1998, p.34). Second, the absence of study on reading and writing in the site was the other factor to conduct this research in eliciting information regarding to the implementation of *Reading to Learn* program in developing students' reading and writing ability into the classroom and curricula, especially in the English subject

of the university. As Chaffee et al (2002, p.4) mentions, the students at this level are expected to think more conceptually, to write more analytically and to read more critically.

The participants of this study were students of the second grade students of Computer Accounting in the Academic year of 2013-2014. The selection of the participants was guided by convenience sampling, in which a group of individuals who (conveniently) are available for study (Fraenkel and Wallen, 2007:100). The students were chosen for three reasons. First, the students involved in this study were accessible for the researcher to get the data since they were still active as the second-semester students in the research site. Second, the participants in this study represent three levels of achievement: low achiever, middle achiever, and high achiever student. The categorization of the students' ability was based on their writing scores in the writing class. The other reason was related to the materials suggested in the curriculum in this grade which focused on the writing ability on narrative, recount, and descriptive text (factual text). However, this study specifically focused on reading and writing factual text.

### **3.4 Data Collection Techniques**

In this study, the researcher employed three data collection techniques encompassing the documentation of factual texts, interviews, and observations. Each of the technique will be explained below.

#### **3.4.1 Documentation**

Documentation of the students' factual texts was the first data collection technique used in this study. This technique was done by choosing three students' factual texts from 15 students in order to represent the different levels of achievement: low achiever (text 1), middle achiever (text 2) and high achiever (text 3). The categorization was done as an attempt to show that *Reading to Learn* program can

fill the gap between the low, middle, and high achiever and at the same time, it can accelerate the learning as reported by Rose (2008) in his research.

To meet the purposes of this research, the three students participating in this study were asked to create a new factual text in *Independent Writing* stage. The factual text given in the *Reading to Learn* cycles was Biography of Bill Gates. Meanwhile, the students voluntarily participated (see Bordens & Abbott, 2008, p.165) and were informed the aim of the program. In this regard, the students followed *Reading to Learn* program as an additional support in a small group not as part of normal teaching practice in the whole class (see Culican, 2006). They attended this program after finishing their class for almost seven weeks.

### **3.4.2 Interviews**

The second data collection technique used in this study was interviews with all participants in this study. The interview data in this study were used to facilitate the students in expressing their opinion towards the implementation of *Reading to Learn* program in teaching reading and writing factual text.

In this study, individual semi-structured interviews with open-ended questions were chosen to enable the researcher to get information required while at the same time permitted the participants' freedom of responses and description to illustrate the concept (Field and Morse in Emilia, 2005). Moreover, Kvale (1990, p.124) said that a semi-structured interview has a sequence of themes to be covered as well as suggested questions. He further added that in this type of interview, there is an openness to change of sequence and forms of questions in order to follow up the answers given by the participants. In this interview, the researcher set up the interview appointments and facilitated in a quiet environment where interruptions could not occur during the interview. The responses were transcribed and all respondents were asked the same questions. The participants names were pseudonym. The interviews were conducted in *Bahasa Indonesia*, as the

participants' native language, to allow the participants elaborate their answer easily. In addition, the interviews were conducted after the students' completed the *Reading to Learn* cycle to obtain more comprehensive data on their consciousness regarding the implementation of *Reading to Learn* program.

### **3.4.3 Classroom Observation**

In this study, the classroom observation was conducted to find out the use of six stages- *Preparing before Reading, Detailed Reading, Preparing for Writing, Joint Rewriting, Individual Rewriting, and Independent Writing*, in *Reading to Learn* program as proposed by Rose (2008).

When observing all stages of *Reading to Learn* Program, the researcher follows the suggestions of Hyland (2004:211) by focusing on three parts including; (1) the students and what they do when they compose: their discussions or collaboration with others, their use of reference sources or document templates, their collection of information and so on; (2) the genre itself: what other texts contribute to it, the texts or activities it responds to; (3) text receiver (the teacher or researcher): who sees the text, how she reads it, the actions she takes after reading, and so on.

However, the interaction moves during the tasks refer to what Rose (2008) suggested (*Query, Prepare, Identity, Select, Affirm, Reject, Elaborate, Instruct*). From the observation and interaction moves mostly used by the teacher and the students, it can be seen how the students' writing skills improved (Research question no 1). Further, the observation was also conducted during the implementation of *Reading to Learn* program to explore the students' responses in the implementation of *Reading to Learn* program (Research question no 2). Field notes were written down after the teaching program of *Reading to Learn* ended in every session.

In this study, the type of observation used was participant observation, which the researcher acts as the 'participant-as-observer' where is known as a researcher to

the group (Cohen, Manion & Morrison, 2007:404). Participant observation may be particularly useful in studying small group or for events and processes that last only a short time or are frequent, for researcher who wish to reach inside a situation and have a long time available to ‘get under the skin’ of behavior and when the prime interest is in gathering detail information about what is happening (Cohen, Manion, and Morrison, 2007, p.404).

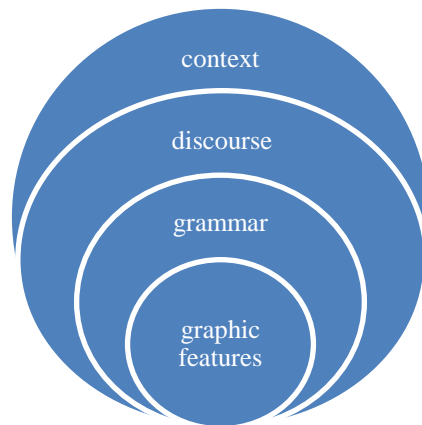
In order to eliminate biases, the researcher worked collaboratively with the colleagues who focused on observing the implementation of *Reading to Learn* program in teaching reading and writing factual texts. It is in accordance with what has been stated by Culican (2006) that *Reading to Learn* program could be set collaboratively in which teachers were asked to videotape, observe and critique their own and colleagues’ practice. The results of the observations will be described in teachers’ field notes.

### **3.5 The Technique of Data Analysis**

Data analysis in this study was conducted over the course of the study. The data analysis and interpretation were done based on the data from document analysis found in the students’ factual texts and interviews. Each step of analysis of the two sources of data will be given in the following section.

#### **3.5.1 The Students’ Factual Text**

As pointed out by Rose (2008) the criteria of assessing students’ factual texts are based on systematic model of how language is used in its social contexts. There are fourteen criteria in *the assessment schedules*, grouped in four categories: *context, discourse, grammar, and graphic features*, as in the model of language in the context below.



**Figure 3.1**  
**Assessment Schedules**  
(From Rose, 2008, p. 4)

The analyses of the students' factual texts were conducted in two steps. The first step was categorizing the students' factual texts into three categories decided previously (low achiever, middle achiever, and high achiever). The second step was analyzing the schematic structures and linguistic features using the fourteen criteria in *assessment schedules* as proposed by Rose (2008). As a result, the analysis showed whether the *Reading to Learn* cycle in the preceding stages of *Independent Writing* (*Preparing before Reading, Detailed Reading, Preparing for Writing, Joint Rewriting* and *Individual Rewriting*) was successfully used or not in order to answer the first research question in this study.

### 3.5.2 Interviews

The data from interviews were transcribed, subsequently categorized, and interpreted to answer the research questions. During the transcription stage, the students' names were pseudonym (Silverman, 1993). In the following step, the transcripts were given back to the participants as also suggested to Cohen and Manion, (1994) and Kvale (1996) to make sure that it was exactly what the students said and meant. The transcripts were then condensed into briefer statements in which the main sense of what was said is rephrased in a few words (Kvale, 1996, p.192). Finally, the data were coded and categorized by using thematic data analysis in terms of generic structure and the linguistic features with regard to the research questions, i.e to reveal the students' opinion toward the implementation of *Reading to Learn* program in teaching reading and writing factual texts.

### 3.5.3 Classroom Observation

The data from observation or field notes were analyzed by each stage. What happened in the class during the implementation of *Reading to Learn* program was recorded and the language used was analyzed using the types of interaction moved (Rose, 2008). For the analysis of classroom observation, there were three steps of classroom observation analysis applied in this study. First, the classroom interaction of the implementation of *Reading to Learn* program in teaching reading and writing was transcribed. Second, the transcripts were coded based on types of interaction moves devised by Rose (2008, p.33) as seen in the followings.

**Table 3.2 Types of Interaction Moves in the classroom**

(Rose, 2008, p.33)

Move	Description
Query	Teacher asks a question without preparing (or students ask questions)



Prepare	Teacher provides information to enable successful responses
Identity	Students identity element in a text
Select	Students select elements from experience
Affirm	Teacher affirms students responses (or students concur)
Reject	Teacher rejects response by negating, ignoring or qualifying it
Elaborate	Define new terms, explain new concepts or relate to experience (by the teacher or through discussion with students)
Instruct	Teacher directs an activity

Third, the transcripts were analyzed to find out the use of three steps of scaffolding interaction cycle (Prepare, Task, Elaborate) in each stage of teaching cycle employed by the teacher and the interaction moves in the classroom. This would able to find out how the teacher made the preparation on each task that can accommodate the students in improving their writing ability. The results of the analysis were used to answer the first research question in this study, i.e. to find out in what ways can *Reading to Learn* program improve students' reading and writing ability. The language interaction was recorded and transcribed and each move was labeled.

From eight interactions moves proposed by Rose (2008), teacher's moves are categorized as *Query*, *Prepare*, *Affirm*, *Reject*, *Elaborate*, and *Instruct*. *Query*, when the teacher asks a question without preparing, *Prepare*, when the teacher provides information to enable successful responses, *Affirm*, when the teacher affirms students responses, *Reject*, when the teacher rejects response by negating,

**Khaerunnisa, 2014**

*DEVELOPING STUDENTS' WRITING ABILITY THROUGH READING TO LEARN PROGRAM*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

ignoring, or qualifying it, and the last is *Elaborate*, when the teacher defines new terms, explains new concepts or relates to experience by the teacher or through discussion with the students. Each move was analyzed to see the relation with the improvement of students' writing skills and to see how the moves enable successful responses. Meanwhile, the students' moves are *Identify*, when the students identify element in a text, *Select*, when the students select elements from experience, *Affirm*, when the students concur, and *Elaborate*, when the students engage in the discussion of defining terms relate to their experience.

### **3.6 Validity**

Triangulation of the data was conducted to ensure the validity of the data. To increase the validity of the data, two data gatherings in this study; documentation of the students' factual essays and interview were used in this study. Another way to increase the validity of the data was through triangulation of the theory, which in this study, the main theory refers to *Reading to Learn* theory by David Rose (2008). The last effort to keep the validity of the data was through member checks. The transcripts of the interview were "sent back" to the participants who had been interviewed to make sure that the results were appropriate with their responses given by them (Kvale, 1996).

### **3.7 Concluding Remarks**

This chapter has outlined the methodology of the study. It has discussed how this study was conducted. This includes the research questions, the selection of site and participants, and the method of data collection and analysis. The data presentation and discussion will now be delineated in chapter four.

