

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter describes methodological aspects of the present study. The aspects of the research are discussed in five main parts namely; first, research design; second, setting of the study; third, participants of the study; four, research instruments; and fifth, data analysis method.

3.1 Research Design

The study used qualitative design by employing a case study. Heigham and Croker (2009: 86) state that case studies are empirical investigations of contemporary phenomena within real-life contexts. They comprise a bounded system, including individual or entity and the setting in which they act.

This research described the teachers' understanding about text types in teaching reading at senior high school in Ciamis-West Java. Then the researcher observed teachers' teaching reading on text types and the influence on their students' achievement on reading comprehension.

There were three English teachers as participants involved in this study. This qualitative design compared and contrasted the findings from these respondents to find the differences and similarities of their understanding of text types and teaching reading performance. Two instruments of data collection method were used. They were

interviews and observations. They were used to collect data and information to answer the research questions.

3.2 Setting of the Study

The study was conducted at Senior High Schools in Ciamis –West Java. Two Senior High Schools were observed by the researcher. They were SMAN 1 Panawangan and SMAN 1 Pamarican. SMAN 1 Panawangan is located in Panawangan District and SMAN 1 Pamarican is located in Pamarican District.

The schools were chosen based on some reasons. Firstly, they were accredited A, so they had excellent reputation of teaching learning process management. Secondly, the researcher gained opportunity and negotiation from school principals to conduct the research, and the schools needed an additional input for the sake of progress of teaching reading development for English teachers.

3.3 Participants of the Study

Three teachers were chosen as participants. They taught at different schools. Two teachers taught at same schools in which they taught at SMAN 1 Panawangan. They were first and second teachers. Then the third participant taught at SMAN 1 Pamarican.

The first participant was an English teacher of SMAN 1 Panawangan. I chose her because she had more experiences in teaching English. She taught English at Senior High School more than seven years. Even she graduated from a leading state university

in Indonesia. Then the second participant was also an English teacher of SMAN 1 Panawangan. He also had more experiences in teaching English. He taught English more than seven years and he also graduated from a leading state university in Indonesia. The third participant was an English teacher of SMAN 1 Pamarican. He was a qualified teacher because he got certifying teacher. He also had more experience in teaching English at Senior High School.

3.4 Research Instruments

Researcher carried out two techniques of instrument collection to collect the data. They were Interviews and Classroom observations (Appendix 1 and 3). The first technique was interviews as the main source of instrument. The interviews were given to three English teachers. They were given at their different teaching time and place by using semi-structured interview technique in which they were given open questions. Dawson (2009: 70) states that most types of interview need to construct an interview schedule. For structured interviews it will need to construct a list of questions which is asked in the same order and format to each participant.

The result of interviews then was analyzed (Appendix 2). Its purpose was to get information about teachers' understanding of text types and their teaching reading knowledge. Then the second technique was classroom observations. In this case three teachers were observed. Its purpose was to investigate teacher's teaching reading on text type performances and their influence into students' reading comprehension achievement. The researcher observed them at different time, place, and text types in

teachers' teaching reading. He also filled list of guided teaching performances that teachers carried out (Appendix 4).

3.4.1 Interviews

Interviews were conducted before the classroom observation. The observer gave participants thirteen questions (Appendix 1) with different time duration concerning their understanding on text types and their concepts of text types (questions number 1 to 6 or Q#1-6), their understanding on teaching reading performances (questions number 7 to 10 or Q#7 -10), and its influence towards their students' achievement of reading comprehension (questions number 11 to 13 or Q#11 – 13).

The first interviewee was an English teacher that taught at SMAN 1 Panawangan. The interview was conducted on Thursday, September 29, 2011. Then the Second teacher as interviewee was an English teacher that taught at SMAN 1 Panawangan. The interview was conducted on Thursday, October 6 2011. The last teacher that was interviewed was an English teacher that taught at SMAN 1 Pamarican. The interview was conducted on Wednesday, October 19, 2011. The researcher recorded the interview to make easy to be analyzed.

3.4.2 Classroom Observation

Classroom observation was carried out after interviewing the three teachers by researcher in this study. The observations were conducted at Senior High Schools in

Ciamis-West Java. The observer took three seasons of teaching reading of every teacher.

The researcher conducted the classroom observations to three teachers who taught at class ten to twelve. The first teacher that was observed was an English teacher of SMAN 1 Panawangan. She taught narrative text. The observation was conducted three seasons in different time and classes. First season was conducted at class X.4. The second session was at X.5. The third session was conducted at class X.6.

The second teacher that was observed was an English teacher of SMAN 1 Panawangan. He taught narrative and explanation texts. The observation was conducted three seasons in different time and classes. First season was conducted at class XI IPS 1. In this session the teacher taught narrative text. The second session was conducted at XII IPS 2. He taught explanation text. The third session was conducted at class XI IPS 2. He taught narrative text.

The third teacher that was observed was a teacher of SMAN 1 Pamarican. He taught discussion text. The observation was conducted three sessions in different time and classes. The session was conducted at class XII IPA. The second session was conducted at XII IPS. The third session was conducted at class XI IPA.

During class observation, the researcher sat among the students while observing teachers' performance in teaching reading activities. The purpose of this was to see to what extent the teachers implemented their understanding of text type concepts, their knowledge of teaching reading performances, and evaluation.

The observer closely observed what the teachers did in every session of teachers' performances. He particularly paid attention to the materials, teaching performances, evaluation, and teacher-students interaction in conducting the classroom activities. He wrote what students and teacher did by putting checklist in the guided teaching performance (Appendix 4) and recorded how the teaching reading took place. Besides, he also used a digital camera to help him gain more accurate data. It recorded all activities, more specifically, during the teaching reading process.

3.5 Data Analysis Method

All the data taken from interview and classroom observation were analyzed qualitatively. The data analysis was immediately conducted after the data from interview transcription and observation note were available. All the data were analyzed on the basis of research questions stated above, and categorized into three main central themes; teachers' understanding about text types, their teaching reading performance, and its effect towards the students' achievement of reading comprehension.

To transcribe interview and observation note, the researcher made the coding data to make easy the phenomena identification and categorization, and focus on the investigation. The coding was as follows.

Coding	Meaning
T#1, T#2, T#3	Teachers as the participants of the research
INT#1, INT#2, INT#3	The data taken from the interview with participants
R	Respondent as the observer of the research
Q#1- Q#13	The numbers of question taken from interview of each teacher observed
OB#1, OB#2, OB#3	The data taken from the observation

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The data from interview were analyzed to answer the research questions concerning teachers' understanding about text types, knowledge of teaching reading procedures, and their evaluation of reading comprehension. Furthermore the data from observation were analyzed to figure out whether teachers implemented what they understood about text types, teaching reading procedures, and evaluation of reading comprehension.