CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the methodological aspects of the study. It covers research design, research site, participant, data collection, and data analysis.

3.1.   Research Design

The research design of this study is qualitative design and case study is used in this research. According to Richards (2003:20), case study is a design which focuses on a particular unit or set of units – institutions, programs, events, etc – and the aim is providing a detailed description of the units. In addition, Nisbet and Walt's (1984, cited in Cohen *et al.*, 2005:184) point out that case study: (1) can be done by a single researcher without needing a full team; (2) is strong on reality; (3) gives insight into similar situations; (4) catches specific elements and unexpected events; and (5) has results which are easily understood by the reader and immediately intelligible as they speak for themselves.

This study is categorized as case study because of several reasons. First, it is conducted in a small scale for a single case (Stake, 1985 as cited in Emilia, 2008), and it is similar with this study focusing on a small scale, namely one English teacher and fifteen eight grader students in a Boarding School in Bandung and concerning with students' reading comprehension considered as a single case. Second, case study investigates phenomenon within its real context (Yin, 2003) and this study also investigates the teachers' strategies to overcome students' difficulties in reading comprehension of narrative text.

3.2. Research Site

The place where this study was conducted is a boarding school in Bandung Regency. It is dedicated for elementary up to senior high school students. The school has been chosen as the site of the research because the school provides the necessary data that the researcher needs.

3.3. Participants

The participants involved in this study were an English teacher and a class consisted of 20 students of second grades in Junior High School. From the participants, 15 students were taken as the sample and they represented the three categories of low, middle, and high achiever. The students have been chosen as the participants because they have learned narrative text.

3.4. Data Collection

The data were collected through task giving, interview, and observation. From the task giving, the data were in form of students' answer sheet. Meanwhile, from the interview the data were in form of transcription. Then data were crosschecked with observation. Each technique of the data collection is described thoroughly below.

3.4.1 Task Giving

The students were given 20 questions about narrative text in form of multiple-choice question to be answered. A set of question titled *Soal-soal Narrative Text* taken from *http://www.belajarbahasainggris.web.id* then was utilized. The task was given twice. The first task was given without any treatment to get information about students' difficulties from answering the questions. And the second task was given after the students got treatments from the teacher about

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how to answer each type of questions. The second task is aimed to find out whether the strategies used by the teacher are effective or not to help the students. It can be seen from the students' result score and what type of question which students could not answer.

The task covered all reading techniques of Narrative Text that the students had to master based on *Standar Kompetensi Lulusan (SKL)* for junior high school academic year 2010-2011 published by Indonesia Department of National Education. Students' reading comprehension was tested through seven indicators, which were: identifying main idea (IMI), identifying detailed information (IDI), identifying implied information (III), identifying word reference (IWR), identifying word meaning (IWM), arranging jumbled sentences (AJS), and completing paragraph (CP).

Ideally, the number of task ratio has to be proportional in terms of difficulty rate. The task difficulty rate is classified as easy, medium, and hard (Basri, 2008). Hasan and Zainul (2001) claim that good task instrument difficulty rate is supposed to be balanced which is 25% hard, 50% moderate, and 25% easy. Fortunately, the task is quite appropriate to their Task Difficulty Rate (TDR) ratio proposed by them. TDR determines how far students can do their best in a test. To assess each of task numbers in terms of their performance to become resistant for the students is simply to calculate the sum of true answer divided by sum of all students.

We can see in this formula:

$$P = \frac{B}{JS}$$

P = task difficulty rate

B = the sum of right answer

JS = the sum of student

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After giving those tasks to the students, the writer noticed that there were five easy numbers, 10 moderate numbers, and five hard numbers of questions. The data of their TDR were served as follows:

Table 3.1 Task Difficulty Rate

No	TDR	Numbers	Percentage
1	Easy	5	25%
2	Moderate	10	50%
3	Hard	5	25%

We can see from the table above showing that 25% of the question number (1,2,7,8, and 12) was considered to be easy. Then about 50% of question number (3,4,9,13,14,16,17,18,19, and 20) was considered to be moderate. Meanwhile, 25% of question number (5,6,10,11, and 15) was considered to be hard. Having seen the data, the writer believed that the TDR for the task was quite proportional. It almost went along with Hasan and Zainul (2001).

3.4.2 Interview

Another method of collecting data in this study is interview with the participants. Hancock and Algozzine (2006:39) mention that interviews are frequently used in case study research. Interview is a method to get specific information which is taken from direct interaction between interviewer and interviewee (Cohen and Manion, 1994:271). Interview is needed to collect information which was not covered in task giving.

The interview used in this study was open interview where the interviewer could give unlimited answer. There were two interviews; students' interview and

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teacher's interview. In students' interview, group interview was chosen because it more effective to get the data. Students' interview aims to find out their difficulties and what things that failed them in answering each of task numbers, while teacher's interview is to find out strategies used by the teacher to overcome students' difficulties.

The interviews were conducted in Indonesian Language in order to keep the conversation communicative and natural. Audio-taping is required in this study to avoid losing important information provided by the participants, as suggested by Creswell (2007:134).

These are the following questions of the interview:

Questions for student:

1. *Menurut kamu bagaimana soal-soal yang telah dikerjakan? Mudah atau sulit?*
   (What do you think about the test? Is it easy or difficult?)
2. *Jika ada kesulitan, apa saja kesulitan yang kamu hadapi untuk setiap pertanyaan?*
   (If there is a difficulty/problem, what is that?)

Questions for teacher:

1. *Dari hasil test siswa ditemukan berbagai kesulitan yang mereka hadapi ketika mengerjakan soal. Bagaimana tanggapan anda mengenai hal tersebut?*
   (From the students' task result and interview, it is found that there were some difficulties faced by your students when they answered the questions. What do you think about that?)
2. *Menurut anda, apakah ada kesulitan lain yang membuat mereka tidak bisa menjawab pertanyaan tersebut dengan benar?*

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(In your opinion, are there another difficulties which made them fail to answer the question correctly?)

3. *Bagaimana cara anda membantu mereka menghadapi kesulitan tersebut?*

(How did you help them to overcome those difficulties?)

3.4.3 Observation

Observation is an instrument of collecting data that can be used to obtain a comprehensive picture of situation (Ary, 2010:47). Thus, in order to crosscheck the strategy which is used by the teacher in overcoming students' difficulties in answering each type of questions and to determine whether or not that strategies effectively, the study employed observation. The observation was equipped by field notes to crosscheck the data from the interview before.

3.5 Data Analysis

As the data have been conducted, the next step to do is to analyze the data. Bogdan (1975 cited in Sugiyono, 2009:334) states that data analysis is a process of systematically searching and arranging the interview transcripts, notes, and other materials accumulated to increase the understanding of them.

Analyzing qualitative data requires understanding how to make sense of text and images in order to form answers to our research questions. In this study, the writer applied six steps involved in analyzing and interpreting qualitative data suggested by Creswell (2008), they are:

1. Preparing and Organizing Data

The first thing to do was to check students' task and make a list of their score. Then, made transcription of interviews (students and teacher's interview) to make them easier to be explored. The last was to prepare field note from observation.

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2. Exploring and Coding the Database

    After organizing the data from task giving, interview, and observation, the process continued to explore the whole data to find the parts related to study in order to answer the research questions. Then, the data was coded as the process of segmenting and labeling text to form descriptions and broad themes in the data.

3. Describing Findings and Forming Themes

    The result of coding was continued by forming themes. Themes (also called categories) are similar codes aggregated together to form a major idea in the database. It was done by examining codes which participants discuss frequently, difficulties in reading and teacher's strategies, or the writer might expect to find when studying the topic.

4. Representing and Reporting Findings

    After forming themes, the findings were represented and reporting. The report was presented in descriptive analysis, a primary form for representing and reporting findings in a qualitative research.

5. Interpreting the Meaning of the Findings

    Interpretation involves making sense of the data, or the "lesson learned" as described by Creswell (2008). Interpretation in this study means that the writer stepped back and form some larger meaning about the phenomena based on her personal views.

6. Validating the Accuracy of the Findings

    After being interpreted, the findings were validated. Validating finding here means that the writer determined the accuracy or credibility of the findings through checking.

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7. Data Reduction

Data reduction means reducing the non-related data for answering the research questions. Data reduction helped to focus on the aim of the research.

8. Data Display

Data display means taking the reduced data and displaying it in an organized, compressed way so that conclusion can be more easily drawn. Since this study used qualitative design, data displayed in descriptive sentence and tables.

9. Conclusion; Drawing or Verification

The collected data was specified in pattern, which were students' difficulties in reading narrative text and teacher's strategies to overcome them and their explanations. They were also classified based on different type of questions.

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