

CHAPTER III RESEARCH METHOD

3.1 Introduction

This chapter outlines the methodological aspects of the study. It begins with the discussion of research site and participants, research design and research method, data collection and data analysis.

3.2 Research Site and Participants

The research site, at tertiary level, was chosen for several reasons. First of all, the students of tertiary level had high demand on reading for learning as they required to read articles, journal and text book to support their study. This had made the ability of reading comprehension became the central issue. The second reason was that the tertiary level was also reported to have problem in reading comprehension, so this study tried to facilitate the reading comprehension. Meanwhile, the university where this current study took place (a state Islamic university in Bandung) required that all students to have a TOEFL score of at least 450. The last reason, by conducting the research at tertiary level, it was hoped that the students had relevant English skills to support the conduct of MURDER strategy considering their nine-year spent on learning English in their high school education.

The participants of the study were around 30 of semester six teacher student. This group of students were majoring in English at a State Islamic University in Bandung. These teacher students were mostly at the age of 20 and considered as adult learner. These participants were chosen because they were considered to have the sufficient skill for interaction during the teaching program. Additionally, these participants were considered to be potential in applying their learning from MURDER strategy to be later practiced in their own reading class.

3.3. Research Design and Research Method

Qualitative research design was employed in this research since it was relevant with the purpose and research questions of the study. Besides, qualitative

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study that focused on understanding a phenomenon, process and involving natural setting (Woods, 1999, p.2) were also suitable for describing the MURDER strategy. The phenomenon being investigated in the MURDER strategy focuses on how they comprehended text through a series of MURDER activities in the classroom as part of their natural setting.

This study used case study. The case study was used because the present study focused on a single phenomenon in its real-life context; the use of MURDER strategy in reading class (Frankel and Wallen, 2008, p.13; Blatter, 2008, p.68). As a consequence, the researcher had a little control over the phenomenon because the researcher attempted to portray the richness of the case (Hitchcock and Hughes, 1995 in Cohen, Manion and Morisson, 2007). Additionally, the case study provided a descriptive-interpretive element that allowed the researcher to get an in-depth understanding of the phenomenon (Blatter, 2008, p. 69; Cresswell, 2008, p. 477). How the in-depth understanding of the phenomenon was resulted from case study, simply because case study used multiple sources of data (Robson, 2002 in Cohen, Manion and Morisson, 2007) such as observation, interview, documents and questionnaires.

3.4 Data Collection

The data was collected within eleven days. The length of the period taken was based on the permitted time from the research site and was assumed to yield rich information. Besides, within eleven-day data collection, it was expected that every member of dyad participated in the MURDER strategy would have a mutual experience in practicing different roles in a dyad. The detail procedure concerning the timetable and activities for data collection is elaborated in the following.

Table 3.1. The scope of activity.

Session	Activity
1.	Administer a pre-test of reading comprehension; TOEFL-like reading test
2.	Introduce the MURDER strategy : <ul style="list-style-type: none"> - Introduce the MURDER - Explain the benefit of MURDER - Explain in detail the phases of MURDER and how it is conducted - Try out the MURDER activity

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3.	<ul style="list-style-type: none"> - Introduce the pattern of organization of texts - Determining the organization of text - Identifying main ideas on different patterns of paragraph - Exercise on identifying main ideas from different patterns of paragraph - Exercise on drawing semantic maps from different pattern of organization - Exercise on guessing meaning from context
4.	Try out the MURDER phase and reflect
5.	Implement the MURDER strategy
6.	Implement the MURDER strategy
7.	Implement the MURDER strategy
8.	Implement the MURDER strategy
9.	Implement the MURDER strategy
10.	Implement the MURDER strategy
11.	Distribute questionnaires and administer a post-test of TOEFL-like reading test

To describe the investigated issue as formulated in the research question, the primary data collected for this research were document, observation, and questionnaire, while the secondary data was daily comprehension test and pre-test and post-test of TOEFL-like reading test. The daily comprehension test and the pre-test and post-test of TOEFL-like reading test were used to support the three previous data. These tests were treated as secondary data because the qualitative design focused on describing the process rather than the showing product. These various techniques of collecting data were conducted in order to triangulate the data. By triangulating the data, it was expected that the study yielded a consistent finding (Patton, 2002, p. 248) and gave a secured in-depth understanding of the questioned phenomenon (Denzin, 2005, p. 5).

3.4.1 Documents

Document in this study referred to the pre-test and post-test of TOEFL-like reading test, students' worksheets (see appendix A and appendix B), the daily comprehension test (see appendix G until L). Through the students' worksheet, the researcher was able to observe how MURDER strategy could help developed students comprehension. The comprehension test was intended to show additional evidence of their reading comprehension development.

The students worksheet were used to capture the process, activity, events and phenomenon during the development of comprehension; whether they cooperatively worked in comprehending the text or constructively work together to help each other such as in detecting, and elaborating phase. The students' worksheet also showed how they developed comprehension in following the sequence of MURDER strategy and how they felt during the implementation of MURDER strategy as reflected in the review (self-reflection). The self reflection allowed participant to feel comfortably expressed their feeling of the teaching program. Overall, the content of worksheet was expected to reflect activities occurred during the session and served as the evaluation of member's role. For further detailed of the worksheet, see appendix A and appendix B.

The daily comprehension test and the TOEFL-like reading test was used as part of data collection for some reasons. First, the daily comprehension test was treated as secondary data to support the finding from primary data (observation, worksheet and questionnaire). The daily comprehension test was treated so because the comprehension test only showed the result of the teaching program (MURDER strategy) not the process. Second, the daily comprehension test that was given at the end of every session was expected to show progress of their text comprehension although it served as secondary data. The result of the daily comprehension test was used as a support for the claim that MURDER strategy was able to improve the students' comprehension. Third, the use of pre-test and post-test of the TOEFL-like reading test were part of a regular procedure required by the gate keeper.

3.4.2 Observation

This research also used observation to gather immediate information about the events by observing participant in the research site (Cresswell, 2008, p. 221). In this case, the researcher acted as the participant observer because the researcher acts as instructor of the MURDER strategy in the research site. Being a participant observer, some findings or interpretations that were unique and insightful were expected to come up (Suttles 1976) such as behaviour or attitude shown during

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the conduct of MURDER strategy. In reducing the possibility of manipulating the minor event by participant observer (Yin, 2003, p. 94), a video recording was provided.

3.4.3 Questionnaires

Questionnaire was part of the data collection of this study. The use of questionnaire was intended to see the attitude of the participants over the use of MURDER strategy. The questionnaire was given to the participants in order to enrich the data from other instruments since attitude could not be directly observed. Through questionnaire, the students' attitudes toward the use of MURDER would reveal (Alwasilah, 2002, p. 151). The questionnaire consisted of 36 items consisting of positive and negative statements on the benefits of MURDER (7 for each), students' preferences of strategy (6 for each), the role of dyad (one for each) and students belief on reading comprehension (3 for each) and possibility of implementation to other subject (1 for each). The questionnaire used Lickert scale (see appendix E).

3.5 Data Analysis

To analyse the data, the collected data was sorted, coded and formatted (Cresswell, 1994, p. 153). The collected data from students' worksheet, observation, and questionnaire were further sorted and categorized in order to answer the research questions. The data analysis consisted of three concurrent flows of activity: data reduction, data display, and conclusions drawing (Miles and Huberman, (1994, p. 10-11). As this study was conducted in natural setting, some of the raw data were reduced. This reduction of the data influenced the selection of the participants to be analyzed. The reduction was influenced by participants' absenteeism that affected the completeness of data collections. Therefore, this study selected only particular participants to be analyzed.

3.5.1 Documents

The documents used for the analysis was derived from the students' worksheet, the daily comprehension test, the pre-test and post-test of TOEFL-like reading test, and also the emailed self-reflection. Based on the completeness of

those documents at the end of the data collection, there were only 20 participants who finally fully participated in the teaching program. These 20 participants were then categorized into of low achiever, medium achiever and high achiever based on the TOEFL-like reading pre-test. The benchmark for categorizing the level is the institutional policy that required the students to have the TOEFL score of 450. From that point, the researcher categorized the student into low, medium and high achiever. Based on the process of data reduction and categorization, the analyzed documents fell into three selected participants represent each of the levels above. The data to be analyzed are displayed below:

Table 3.2 The selected participants

No	Participant (student's id number)
1	1122040041 (P3)
2	1122040086 (P2)
3	1122040005 (P1)

The steps to analyze the documents consisted of several steps. For the students' worksheet, the analysis went by first describing the activity. Then, the evidence from the recorded activity found in the students' worksheet will be analyzed in terms of 1) main ideas, 2) semantic map, 3) detection sheet, 4) elaboration sheet, 5) review (summary and self-reflection).

The analysis of main idea was done by assessing the written main ideas in the worksheet based on Dole (2012), Langan (2007) and Carter (2012) as described in in section 2.2.2 and 5.2.3.1. For the development of semantic map, it could be seen in the recall worksheet. The semantic map was analyzed based on its categorization of the information and interrelationship between the information as suggested by Dechant (1991). To find out the involvement of background knowledge, the elaboration sheet was analyzed. This was analyzed by looking at its richness of elaboration on every prompts given in the worksheet. Finally, to find out how students monitored the comprehension, the analysis went through the

detecting sheet based on Baker (1985) suggestion. The self reflection, on the other hand, was used as data to support other data for triangulation.

3.5.2. Questionnaire

The data from the questionnaires reflected the students' attitude toward the use of MURDER strategy. The responses to the items were scored and then analyzed. The data were analyzed by tallying the frequency of the responses and the result was then converted into percentage (in number). The analysis of the questionnaire was based on the central theme (Alwasilah, 2000, p. 160 and Creswell, 2007, p.251), which in this study it referred to the attitude of participants over the implementation of MURDER strategy. The implementation theme covered preferences, benefits, the roles of the dyad, and the hopes for further implementation. Therefore, the analysis was based on these categories.

3.5.3 Observation

In observing what happened during the implementation of the teaching program, the researcher recorded a video and also made field note. The field note allowed the researcher to record events, activities, reactions, and reflection (Creswell, 2008; and Frankel and Wallen, 2008) that can support the teaching program. The types of field note use in this study were descriptive and reflective field note. The first one was used to portray the participants, events and picture of activities as can be analysed from the video recording. While the latter was used to help the researcher made inferences of what happened, and made some possible reasons of someone did the actions. All of the result of the observation was used as information that help the researcher described the teaching program in chapter IV.

3.6 Summary of the Methodology of the study

This chapter has discussed related methodology issues of the study. The discussion has covered the research site and participants, the design and method of the study, and the data collection method that included document, observation

and questionnaires, and data analysis. The data analysis will further be elaborated in detailed in chapter IV.