

CHAPTER III

RESEARCH METHODOLOGY

This section discusses the methodical aspects of this research. It begins with formulation of problems which represents the matters under investigation. The second part relates to the participation involved and research site in this research. The third part constitutes the research design to describe how the research is carried out. The fourth part explains data collection techniques through classroom observation, interview, and questionnaire. At last, it presents the procedures to analyze the collected data.

3.1 Formulation of Problems

In order to reach the purpose of research, it is an obligation for the researcher to formulate the problems which are going to be investigated. Hence, the presents study investigates the problems formulated as follows.

1. What strategies do the teachers use in teaching reading to students at secondary level?
2. What are the students' responses toward the strategies used by the teachers?

3.2 Site and Participant

In qualitative inquiry, it is important that the selection of site and participants is not taken for granted, but decides on purpose to provide appropriate data embracing the research problems under examination (Creswell, 2007). Since this research makes use of qualitative inquiry, some consideration towards research site and participants are taken into account accordingly.

3.2.1 Research Site

The site of this research was proposed in one of state junior high school in Bandung. This place was chosen by researcher because of the accessibility of the school. The place can be reached easily, making it easier to cope with administrative matters for conducting research in that school.

3.2.2 Research Participants

Along with the site of the research, the participants were involved in this research. The participants of the research were two English teachers and two classes of students in the school. There were 36 students in the first class and 35 in the second class. The teacher was chosen because she has taught English for about eight years and is expected to have many experiences about English teaching. In the meantime, the class of students to participate in this research was selected from classes of the eight graders.

3.3 Research Design

Relevant to the purpose of the study and the research questions which are aimed at exploring teachers' strategies in teaching reading and students' response to the strategies employed by the teacher, the design of this study is based on qualitative design, employing descriptive study. Hatch (2002) argues that qualitative study is intended to explore reality about human behaviors within naturally present settings and contexts. It is not based upon hypothesis, so there is no interference in the form of control or treatment to the students as well as the teacher but this research describes and investigates the situation as it is. As asserted by Grimes and Schulz (2002:145) a descriptive study is "concerned with and designed only to describe the existing distribution of variables, without regards to casual or other hypothesis".

In order to be in line and consistent with the research design employed in this research, according to Alwasilah (2002) there are characteristics of a qualitative research which need to be considered. First, the focus of the research is quality. Second, the aim are description, finding, and understanding. Third, the settings are natural. In this research, there was no intervention from the researcher to the teaching of reading as it is the teachers' obligation to decide reading strategies to be used. Fourth, the sample is small and purposive, meaning that the participants involved in collecting data do not have to be large in number, but it is selected purposively in accordance with the necessity of the investigation since researcher can gather as much information as possible from any accounts.

Researcher as the main instrument (Hatch, 2002; Alwasilah, 2002), implies that it is researcher's duty to collect the data through the instruments, regardless what kind of instrument used for data collection. In this research, the data were collected through classroom observation, interview to teachers, and spread the questionnaire to the two classes of students, which were conducted by the researcher.

3.4 Data Collection Techniques

As data collection is carried on, researcher has to look back to the research questions in order to keep the observation on track. Wolcott (1995, as cited in Hatch, 2002) suggest that researchers have to keep in their mind that a research is aimed to:

assess what you are doing (that is, your participation), what you are observing, and what you are recording, in terms of the kind of information you will need to report rather than the kind of information you feel you ought to gather.

Therefore, in order to collect the data, there are three kinds of techniques to be employed in this research; classroom observation, interview, and questionnaire. The three data collection techniques are throughly presented as follows:

3.4.1 Classroom Observation

The observation with video recording was administered to answer the first question about the strategies used by teachers in teaching reading to students at secondary level which could help students to understand the materials. The instruments used in this research were observation sheet, which was adapted, developed and translated from Brown (2001), and fieldnote to keep details of what happen in the classroom. Hatch (2002) stated that the goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the participants. The purpose in conducting the observation also to feel what participants feel by listening to and watching what they were saying and doing, because observation can enrich data that could not be attained through interview (Maxwell, 1996; Hatch, 2002; Moyles, 2002, as cited in Cohen, Manion, and Morrison, 2007). Thus, observation can provide with ample data necessary to achieve the purpose of this research.

3.4.2 Interview

To support the validity of data collection, interview was administered to the teacher. The interview was developed to cover some questions about teachers' strategies. Interview was used as directive means to find what people are thinking, feeling, and doing (Given, 2008). In other words, it is intended to know what happen to people. According to Cohen, Manion, and Morrison (2007), the functions of interview was to look into participants' experience and concern of situations from their own point of view. For this reason, the

researcher conducted the interview to the teachers about teaching reading strategies used by them to answer the first research question.

The interview was simultaneously carried out with audiotaping. Creswell (2007) and Given (2008) mentioned that taking audiotape while interviewing the participants has a number of benefits. First, the researcher was free to think creatively while the interviews are taking place. Second, tape-recording the interviews allowed the researcher to later analyze interviewees' statement by comparing them with previous or following statements and with the interviews given to other as well. Furthermore, recording the interview session ensured reliability of the data as the whole data were recorded. Audiotaping the participants' interview made the researcher more assured that they captured the true essence of interviewees' intents" (Given, 2008). Meanwhile, the interview consisted of 8 questions which are specifically organized based on the following guideline.

Table 1
Guideline of the Interview

No	Details	Item Number
1	Identifying teachers preparation in teaching reading	1, 2
2	Identifying teachers strategies in teaching reading	3, 4, 5, 6
3	The problems faced by teachers in teaching reading	7, 8

3.4.3 Questionnaire

The questionnaire was administered to the students to gain the data about their response towards the strategies of teaching reading that was employed by the teachers. The form of the questionnaire was close-ended, where the respondents should choose between the answer that has been provided by researcher (Arikunto, 2004). This was the best for obtaining demographic information and data that can be catagorized easily (McMillan, 2001). The statements were given in *Bahasa Indonesia* in order to help the students express their thoughts and feelings more easily.

The questionnaire used Likert scale. The respondents marked SS (*Sangat Setuju*) if they strongly agree, S (*Setuju*) if they agree, TS (*Tidak Setuju*) if they disagree, and STS (*Sangat Tidak Setuju*) if they strongly disagree. In the meantime, the questionnaire was

constructed based on some considerations about the attitude towards English, the responses towards lesson content, strategies, and the impact of strategies.

3.5 Data Analysis

Data analysis was very important to make sense of or to give meaning to the data. It may come about simultaneously since researchers begin to undertake data collection up until the purposes of the research are pursued and completed (Denzin and Lincoln, 1998; Fraenkel and Wallen, 2006; Creswell, 2008).

The data analysis were regarded to the instruments used in this research. The data were gained through analyzing video of classroom observation, analyzing interview data from the teachers, and analyzing questionnaire data from students.

3.5.1 Analysis Data from Observation

There are several steps adapted from Dornyei (2011) in analyzing the qualitative data gained from observation. The steps in analyzing the data was carried out in as below:

1. Transcribing the data that meant transforming the recording data (from observation checklist, videotaping, and field notes) into a textual form.
2. Determining which materials might be relevant to the study.
3. Analyzing and classifying the data into some categories based on the theories adapted from Brown (2001) related to the main focus, that is the strategies in teaching reading. The central theme was about teaching strategies used by teacher.
4. Interpreting the data from observation to address the study and drawing conclusions.

3.5.2 Analysis Data from Interview

The data from interview were analyzed through several steps as suggested by Alwasilah (2002) as follow:

1. Transcribing the interview into write-ups form

2. Categorizing the write-ups
3. Reducing inappropriate data
4. Interpreting the data and drawing conclusions.

3.5.3 Analysis Data from Questionnaire

The descriptive data analysis was applied to find respondents' tendency on perception, opinion, and judgement. It was used to analyze the students' responses toward the strategies used by the teacher by using questionnaire. The data were analyzed by calculating frequency which refers to how often something occurs. The steps were as follows:

1. Scoring the students' responses on the questionnaire
2. Calculate the questionnaire to find frequency and percentage
3. Make a table consisting of the statement, the frequencies, and the percentage that have been computed.

3.6 Conclusion

This chapter has been written to discuss a methodological description of the research. It includes the discussion of the instruments used in answering the two research questions. The instruments used in this research were observation, interview and questionnaire. All of them were used to answer the first and second research questions. The whole research finding will be discussed in chapter IV.