

## CHAPTER III

### RESEARCH METHODOLOGY

This part describes the procedures of the study to find out the answer to the two research questions. This chapter covers the explanation of the formulation of research question and purpose of the research, site and participants, research design, and research procedure.

#### 1.1 Research Design

This study used a qualitative method. As stated by Creswell (2003), the qualitative method makes the researcher seek for creating the significance of a phenomenon from the participants' views, or attitude of past event which means identifying a culture-sharing group and studying how it expands shared patterns of behaviour over time. The purpose of qualitative research is to gain a rich and complex understanding of a specific context or phenomenon in depth rather than generalization to other geographical areas or population (Malik and Hamied, 2016: p.172).

Alwasilah (2008) explains several characteristics of qualitative research that is similar to this research. First, the focus of the research is the quality. Second, the aim of the research is describing, finding, and understanding. Third, the setting is natural; the research only captures the activities in the classroom without changing or interfering teacher's way to teach. Fourth, the participant involved is small and purposes. In this research, one class has been chosen to be observed. The last, the data collections consist of researchers as the main instrument as participant observer and interviewer.

Furthermore, the research was conducted in a case study design which provide detailed description of defined individual or entity such as students, program, school, or institution (Merriam in Heigham & Croker, 2009). A case study is also carried out to the design of this research in order to allow generalizations about an instance, recognize the complexity of social truths, to form an archive of descriptive material available for reinterpretation by others (Nunan, 1992). He further states that case study is teacher friendly. Nunan (1992) also adds that a major

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strength of a case study design is often done by teachers because it suits for small-scale research such as individual students, group of students or classes.

As this study is purposed to investigate how reciprocal teaching strategy is implemented in junior high school to help students in comprehending a text and to reveal the students' response toward reciprocal teaching strategy to help them in reading comprehension. It is necessary for the researcher to participate in the study to observe participants' activities within the classroom; it is called participant observation (Malik and Hamied, 2016). This study also needs a deep understanding regarding students' perspectives on the implementation of reciprocal teaching strategy to help the students in reading comprehension. Considering the reason above, a case study is suitable to be applied in this research.

### **3.2 Research Site and Participants**

This research was conducted at one private junior high schools in Bandung, West Java. It was chosen since the school is opened for conducting research and studies. The research involved one class consisting of 27 students of seventh-grade students. The researcher's role was being a participant observer and there was also an external observer to help the researcher conducting the observation during the lesson.

Seventh graders had been chosen as the participants to improve the students' achievement in English especially in reading comprehension in the early grade of their study. By teaching reciprocal teaching strategy to them, it would give great impact to the coming achievement in the next grade. It is supported by Goodman (2005) who says that reciprocal teaching strategy is one of the effective strategies to be taught in junior high school. Moreover, seventh graders suited the need of the study because as stated in 2013 Curriculum, descriptive text is required to be taught in that grade.

### **3.3 Data Collection**

Some data collection techniques in case study have been proposed by Malik and Hamied (2016) included interviews, direct observation, participant observation, questionnaires, and field notes. To gather the data in this research, there were two

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instruments to find out the implementation of reciprocal teaching to help seventh-grade students' reading comprehension in junior high school. The instruments were observation and interview. The observation sheet was used while reading activities by using reciprocal teaching strategy in the classroom. The interview was conducted to fifteen students after reading activities finished. The processes of data collection are elaborated as follows.

### **3.3.1 Classroom Observation**

The observation was conducted to find out the information retrieved behavior in the setting where it takes place from the participants (Creswell, 2013). Reciprocal teaching strategy was implemented in one class. Furthermore, all of the activities done by the participants during the lesson were observed. It included the nature of students' conversation during the lesson and reading activity itself. In this research, observation was aimed to investigate the process on how reciprocal teaching strategy is implemented in teaching descriptive text to help students' reading comprehension.

The instruments used in this observation were observation sheet. The observation was done three times during this research. There was an external observer to help the researcher conducting the observation. Videos and notes were taken from the activities of the participants during the lesson. Video recording has a complementary function as the supporting data for further analysis and it can also give additional information about how the teaching and learning process was conducted which unnoted during the lesson. Then, the result elaborated descriptively and supported by some evidence to strengthen the result. The detail of observation sheet can be seen in the Appendix C.

### **3.3.2 Interview**

The aim of the interview is to gain deeper and better understanding based on students' responses toward the implementation of reciprocal teaching strategy in the learning reading process. According to Harrell and Bradley (2009), the researcher used the interview for a variety of purpose. Firstly, the interview can be used as a primary data gathering method to collect information from individuals

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about their own opinions, perceptions, and attitudes. Secondly, the interview can further be used to gather background information or to tap into the expert knowledge of an individual. It is supported by McNamara (1999) who says that interview is used as a follow-up to a certain respondent to questionnaire. The researcher can pursue in-depth information around the topic.

In this research, the interview session was conducted face to face and used a semi-structured interview to fifteen students, particularly from three level of achievements: low, middle, and high achiever students after reading activities finished. In the semi-structured interview, a guide is used to questions and topics that must be covered (Harrell and Bradley, 2009). They further explain that semi-structured interviews are often used when the researcher wants to investigate a topic deeply. The researcher can use a written list of question as a guide, while still having the freedom to find out for more information. Semi-structured interview collects detail information in a style of conversation.

The interview session was conducted out of class time to get a better result. This session was employed using *Bahasa Indonesia* in order to ease the students to express their opinions certainly. The form of interview sheet could be seen in the appendix C. Below is the schedule of research.

No	Date	Instrument	Activities
1	2 <sup>nd</sup> August 2017	Observation	Instrument pilot test 1
		Interview	Instrument pilot test 2
2	3 <sup>rd</sup> August 2017	Observation sheet	Implementing reciprocal teaching strategy
3	4 <sup>th</sup> August 2017	Observation sheet	Implementing reciprocal teaching strategy
4	10 <sup>th</sup> August 2017	Observation sheet	Implementing reciprocal teaching strategy
		Interview	Interview

**Table 3.1**

**Research Schedule**

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### **3.4 Research Procedure**

The procedures of this research are gathered by several steps that can be described as follows.

#### **3.4.1 Selecting the texts**

In selecting the texts, several criteria were considered as written in the literature review. First, the texts contain all of the elements of descriptive text started from linguistic feature to organizational structure. Second, the texts themes also brought up everyday issues which reflect students' daily life. Third, the level of difficulties in grammar, vocabulary, structure, language use and the length of the text were also considered and adjusted to be used as teaching materials for the participants as seventh graders. Moreover, descriptive text also in line with the Curriculum 2013 that is used in the school. In addition, all of the texts were chosen from the book that is used in the school. The texts also firstly discussed with English teacher in the school. Finally, there were three texts that used in this research. The title were "Hi, My Friends!", "My Happy Family", and "My Lovely Sister".

#### **3.4.2 Preparing lesson plans**

Three lesson plans were designed to be implemented in this research for three meetings. Those lesson plans aimed to help students' reading comprehension. The following table is a summary of the lesson plans, the detail can be seen in the Appendix A.

No.	Lesson Plans	Material	Activities
1.	Lesson Plan 1	A descriptive text entitled "Hi, friends!".	<ol style="list-style-type: none"> <li>1. Teacher modelled how reciprocal teaching strategy was implemented.</li> <li>2. Teacher decided the role of the students randomly.</li> <li>3. Teacher spread the worksheet and the role cards.</li> <li>4. Students did reciprocal teaching strategy by themselves. <ul style="list-style-type: none"> <li>- Predicting: Do some predictions related to the text and the title.</li> <li>- Clarifying: Clarify difficult words or sentences.</li> <li>- Questioning: Generate question related to the text they already read.</li> <li>- Summarizing: Summarize every paragraph that has been read.</li> </ul> </li> <li>5. Teacher controlled students' discussion.</li> <li>6. Teacher reviewed students' woks.</li> <li>7. Students did an exercise given by the teacher.</li> </ol>
2.	Lesson Plan 2	A descriptive text entitled "My Happy Family"	<ol style="list-style-type: none"> <li>1. Students were asked to change the role with the groups.</li> <li>2. Students implemented reciprocal teaching strategy by themselves. <ul style="list-style-type: none"> <li>- Predicting: Do some predictions related to the text and the title.</li> <li>- Clarifying: Clarify difficult words or sentences.</li> <li>- Questioning: Generate question related to the text they already read.</li> <li>- Summarizing: Summarize every paragraph that has been read.</li> </ul> </li> <li>3. Teacher controlled students' discussion.</li> <li>4. Teacher reviewed students' work.</li> <li>5. Students did an exercise given by the teacher.</li> </ol>
3.	Lesson Plan 3	A descriptive text entitled "My Lovely Sister"	<ol style="list-style-type: none"> <li>1. Students were asked to change the role with the groups.</li> <li>2. Students implemented reciprocal teaching strategy by themselves. <ul style="list-style-type: none"> <li>- Predicting: Do some predictions related to the text and the title.</li> <li>- Clarifying: Clarify difficult words or sentences.</li> <li>- Questioning: Generate question related to the text they already read.</li> <li>- Summarizing: Summarize every paragraph that has been read.</li> </ul> </li> <li>3. Teacher controlled students' discussion.</li> <li>4. Teacher reviewed students' work.</li> <li>5. Students did an exercise given by the teacher.</li> </ol>

**Table 3.2**  
**Summary of Lesson Plans**

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In the first meeting, the teacher introduced and modelled reciprocal teaching strategy to the students. The teacher modelled the four strategies in reciprocal teaching namely predicting, clarifying, questioning, and summarizing. The students were asked to do some prediction related to the text. First, the students were asked to predict the whole text by seeing the title and the picture of the text. After that, the students were asked to read paragraph one, then they were asked to predict the next paragraph, and so on. The teacher also modelled how to clarify something by asking difficult vocabulary or words, then the teacher explained it. Questioning was also modelled by asking several question related to the text to make sure the students understand the text. The last, the students were asked to retell the paragraph and the whole text by using their own words.

In the second and the last meeting, the students repeated all of the strategy in the group of four. They take turn in leading the discussion and doing their role.

### **3.4.3 Administering pilot test**

To investigate the feasibility of reading activities used, the lesson plans and the instruments were tried out to different class. During the pilot test, the steps in teaching reading by using reciprocal teaching strategy were observed using observation sheet. The teacher implementing reciprocal teaching strategy while observing the students by using observation sheet. There was also an external observer who helped the teacher to observe the class and finally gave some constructive advices for the betterment of the research. The result of pilot test made some improvements for both lesson plans and instruments.

In the lesson plans, there were some improvement related to the activity and the text. The teacher made the activity clearer than before. Related to the text, the teacher changed it to the harder one because the students thought that the text given was too easy for them.

The teacher also made some changes in the instruments. First, there was an additional column for the observation sheet namely “notes” in order to give space if there is a comment or suggestion related to the activity. Second, some questions of the interview were revised in order to make the students easier in answering the questions.

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### 3.4.4 Treatment phase

During learning reading using reciprocal teaching strategy to help students comprehend the text, the students were asked to do the following strategies as adopted from Palinscar and Brown (1984).

- a. Predicting the text using the title and the picture of the text.
- b. Clarifying the difficult words, phrases, or sentences.
- c. Questioning, the questioner asked several questions related to the text.
- d. Summarizing by writing and retelling the story by students' own words.

### 3.4.5 Administrating interview

Interview was administered to the students after all of teaching sessions were completed. Interview was addressed to 15 students as the representative of the higher, middle, and lower achiever. It was related to the students' responses toward the implementation of reciprocal teaching strategy. Specifically, there were three questions to the students to determine response to the implementation of reciprocal teaching strategy. The question posed were *Apakah kamu senang dengan pembelajaran menggunakan reciprocal teaching strategy?*, *Apakah penggunaan reciprocal teaching strategy mempermudah kamu dalam memahami teks berbahasa Inggris?*, and *apakah belajar menggunakan reciprocal teaching strategy menyenangkan bagimu?*. The teacher as the interviewer asked the interviewees about their opinions and attitudes toward the implementation of reciprocal teaching strategy. The detail questions can be seen in the appendix C.

## 3.5 Data Analysis

In this research, observation and interview data were elaborated descriptively because the characteristic of a case study is that the phenomenon being studied has to describe comprehensively (Airasian, et al, 2006 as cited in Griffee, 2012). According to Miles and Huberman (1994) in Malik and Hamied (2016), there are three main components of qualitative data analysis. First, data reduction which occurs continually along with data collection. Second, data display where the researcher organizes, compares, and assemble into gathered from different sources. Last, drawing and verifying conclusion, though tentative until all data are gathered.

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### 3.5.1 Classroom Observation

The observation data was analysed from the recorded videos during the activities in the class. The recorded videos were very beneficial to see the real situation in the class and complete the data from observation sheet and interview. The aim of observation is to find out students' behaviour pattern in the implementation of reciprocal teaching strategy. Observation included the nature of conversation in the class, how students implement reciprocal teaching and how the students responses toward it. Video recording was transcribed, then all of the data were coded and categorized to be elaborated descriptively supported by evidence to strengthen the result. The observation result was analysed by using Palinscar and Brown (1984) theory who state that reciprocal teaching strategy can help students' reading comprehension. The data from teacher observer's observation sheet and an external observer were compared. The detail information about the result of classroom observation can be seen in Appendix D.

### 3.5.2 Interview

The interview session was employed to reveal students' responses toward the implementation of reciprocal teaching strategy in helping students' reading comprehension and how students' responses toward it. This session was also meant to strengthen the data taken from classroom observation. The interview was analysed using several steps proposed by Miles and Huberman (1994, p.55 as cited in Griffiee, 2012). First, the data from interview session were transcribed into written data. It was done to help the researcher in processing the data. Second, the written data were coded and categorized related to reading comprehension skills in the implementation of reciprocal teaching strategy. Third, the result was explained in relation with the research questions and relevant literature such as the advantages of reciprocal teaching according to Biggs and Moore, 1993; carter, 1997; Hart and Speece, 1998; Haattie, 2009; and Moore, 1998 as cited in Cooper and Greive (2009) and reading difficulties proposed by Woolley (2011).

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### **3.6 Concluding Remarks**

This chapter has presented the methodology in conducting the research and description of research procedure in order to find out the answer from research question stated in Chapter I. This chapter also has discussed several main parts of the study which are research design, site and participants, data collection, and data analysis technique. The following chapter will provide a description of the findings and discussions of the data obtained.