

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discusses the procedures used to conduct the study. It includes the description of the research design, site and participant, data collection, and data analysis procedures. In particular, those research methods attempted to investigate the students' reading habit and attitude toward reading. Thus, this chapter discusses the procedures taken in finding the reading habit and reading attitude among the students.

#### 3.1 Research Design

To achieve the aims of the research, this study was conducted by using qualitative research method. This method was employed to discover a phenomenon which is seen from the participants' point of view (Cresswell, 2010). Moreover, a case study was used as the design of this study in order to explain the phenomenon related to the context. A case study research is “a special kind of qualitative work that investigates a contextualized contemporary (as opposed to a historical) phenomenon within specified boundaries” (Hatch, 2002, p. 30). The design was considered suitable to be employed in this study since it has characteristics of a case study. Firstly, this study attempted to describe and to explain a particular phenomenon in the classroom. As stated by Stake (2008) that in a case study approach, a case can be a child, a classroom, or children or an event. Secondly, the study aimed to provide an in-depth description and analysis of a person or a social group by using multiple data sources (Heigham & Croker, 2009 cited in Malik & Hamied, 2014). The multiple data sources consisted of classroom observation, questionnaire, interviews, home visit, and documentation. The data were gathered from multiple sources in order to develop the understanding of students' reading habit and reading attitude. Those data were triangulated to validate the credibility of this study (Creswell, 2010). Lastly, the researcher used the case study in order to earn a good understanding about the participants' perspective of a phenomenon since the aim of the case study is to retain to the holistic and meaningful characteristic of real events (Gall, et al., 2003 cited in Duff, 2008).

### 3.2 Site and Participants

The study was conducted at one of the public junior high schools located in West Bandung Regency. Students attending the school came from the surrounding small communities of the rural farming areas. This school was chosen for several reasons. First, based on pre-observation while teaching practice in this school, the researcher found that the school implemented a literacy program in which the teachers encouraged the students to get more literacy activities. One day in a week was dedicated for literacy that the school residents – teacher, students and all staffs – should read a book for 15 minutes together. Second, the researcher had better access in getting permission for collecting data, and it was more accessible in terms of time, space, and participants' availability in this site. According to Creswell (2010), it is necessary for the researcher to have permission to enter a site and to involve people at the location of the study. Regarding those reasons, the researcher decided to choose this school as the site of this study.

The participants were seventh-grade students at one of public junior high schools in West Bandung Regency. The class consisted of 36 students with 12 males and 24 females. Ten students participated voluntarily as main participants for this study. However, the gender of students was not a decisive factor in this study. The participants were coded in the analysis as follows:

**Table 3.1**

*List of Participants*

<b>Participants</b>	<b>Initial Name</b>	<b>Gender</b>
A	AM	Female
B	NQ	Female
C	RF	Female
D	SA	Female
E	AA	Female
F	NF	Female
G	DN	Female
H	AN	Female
I	MA	Female

### **3.3 Data Collection**

Data collection techniques in this study include multiple techniques i.e. classroom observation, questionnaire, interview, home visit and documentation. Each technique of the data collection will be described in the following sections:

#### **3.4.1 Classroom Observation**

The researcher applied observation in this study since the accurate data of the activities of the students can be seen from observation. Creswell (2010) stated that observation was conducted to expose the information retrieved behavior in the setting where it takes place from the participants. According to Cohen, et al. (2007) the observation offers an investigator the opportunity to gather 'live' data from naturally occurring social situation.

The researcher used classroom observation in this study to get the information on students' habit and attitudes towards reading in the classroom while learning process. In this study, the researcher used participant observation since the researcher also took a part as a teacher who taught the participants for a full semester. Sugiono (2009) said that participant observation is an observation in which the observers come to the field of research directly.

The observation data were collected through field notes from the students' participation, interest, and motivation in the classroom. The observation was conducted in ten meetings in one semester over two months, April-May. The duration of English class was 80 (40 x 2) minutes twice a week. The class was held on Wednesday from 13.15 - 14.35 and Thursday from 08.35 - 09.55. After the observation, a questionnaire was administered, followed by interviews and home visits.

#### **3.4.2 Questionnaire**

A questionnaire is defined as a document containing questions and other types of items designed to collect information that appropriates to analysis (Babbie, 2005). He also added that questionnaire is equally used in survey research, experiments and other modes of observation. This study employed a questionnaire to collect data on the points of views of students about their reading habits and attitudes towards reading. The questionnaire was adapted from Pandian's (1997) Reading Habit Questionnaire and the Adult Survey of Reading Attitude (ASRA) of Smith's (1991) with some modifications regarding the reading attitude of language preferences – Indonesian language and English (see Appendix 2). Thirty-seven items of the questionnaire were set to analyze the students' habits and attitude towards reading. The questionnaire was composed of three sections. The first section of the questionnaire consisted of 7 items mainly close-ended questions related to the participants various reading habits and preferences. The seven questions were asked:

- a. What activity do you do in leisure time?
- b. How long do you spend your time for reading in a day?
- c. What type of reading materials do you read?
- d. What language do you prefer to read?
- e. How many books do you read in a week?
- f. How long do you spend your time for surfing the internet in a day?
- g. How long do you spend your time for playing video games in a day?

The second section included 16 items that provided statements regarding attitude toward reading in Indonesian language. Then, third sections consisted of 14 items related to attitude toward reading in English. There were three categories to see students' reading attitude, which is presented more clearly in the table below:

**Table 3.2***Categories of Reading Attitude*

<b>Categories of reading attitude</b>	<b>Items (Indonesian)</b>	<b>Item (English)</b>
Activity of reading (recognize reader's attitude toward activity in reading)	7	2
Enjoyment of reading (recognize reader's attitude toward enjoyment in reading)	8	2
Anxiety and difficulty in reading (recognize reader's attitude toward problem and difficulties in reading)	1	10

Furthermore, the questionnaire was translated into Indonesian language in order to ensure the students' understanding of the question. The students were given 30 minutes to complete the questionnaire.

**3.4.3 Interview**

Since the data from the questionnaire were limited and not in-depth, the data were completed by interviewing the participants. The interview is one of the ways to collect the data by asking some questions to the interviewee. An in-depth interview is one of the techniques of interviewing used in qualitative research (Legard, et al., 2003). The researcher used the in-depth interview in order to get more information. The researcher conducted one face-to-face interview with each participant. The questions were asked individually after the respondent filled in the questionnaire given. The interview was employed using Bahasa Indonesia and out of school time in order to make the students able to express their opinion easily. The researcher asked 12 open-ended questions to the participant which developed from the questionnaire, but it was more specific and adjusted with the participants themselves (see Appendix 3).

Moreover, the interviews were recorded by using the recorder in order to avoid any information left when transcribing. A total of 87 minutes (it took roughly 8 minutes for each student) recording from ten interviewees was transcribed into the script. Thus, the researcher

could report more detail information obtained from the interview regarding students reading habit and reading attitudes.

#### **3.4.4 Home Visit**

The researcher used the home visit to enrich the information of students' habit and attitudes toward reading in their home as their daily activity. A home visit is an informal opportunity for educators to engage with students to get to know them and their families well in their natural environments (Solak, 2010). Through home visit observation, the researcher could see the students' family backgrounds and get more information about the students. The home visit was conducted after interviewing the students. Three of the students were welcome as participants for the home visit. The home visits were conducted once in each home.

The first student visited was coded as student "F". The house was located in a rural area of West Bandung Regency which was around 2.5 km from school. The researcher visited the home on Wednesday, May 30, 2018. The second student visited was coded as student "H". Her house was located near the school which was around 0.5 km from school and it took around 10 minutes' walk. The home was visited by the researcher on Friday, June 1, 2018, to find out students reading habit at home. The last student visited by the researcher was coded as students "E". The student's house was the farthest one from school. It was about 4 km from school and it took approximately 15 minutes by motorcycle. The visit was conducted on Monday, June 4, 2018.

#### **3.4.5 Documents**

In this study, the researcher collected some documents to triangulate the other data sources. All the relevant documents were always carefully examined in the larger contexts of their creation, reception, and distribution (Newman, 2006). The researcher gathered the students' works on reading activities in order to analyze their scores on daily assignment, the mid-term examination, and the final examination. In addition, the researcher took some photos in home visiting for the document to investigate students' books collection.

### 3.4 Data Analysis and Triangulation

The researcher intended to describe the data obtained, as found in the field. After collecting the data, the researcher analyzed the data. Wiersma (1991) stated that data analysis in qualitative research is a process of categorization, description, and synthesis. As for the steps of the analysis and interpretation, this study adapted the steps suggested by Creswell (2010), as follows:

1. Preparing the data for analysis

All the data were organized on the computer which involved percentage analysis of questionnaire, transcribing the interview, and analysis of observation.

2. Reading and understanding all the data

The data were read to obtain a general sense of the information and to reflect in its overall meaning

3. Coding

The researcher classified the data into categories/label/terms which have been marked as presented in Appendix.

4. Making interpretation or meaning of the data

After the classification was done systematically, the researcher described students' reading habit and attitude toward reading.

5. Drawing conclusion

The researcher made a conclusion take from the data interpretation.

In qualitative research, the researcher should ensure the data to be accurate and valid. To accomplish the accuracy and validity of the data in this study, the researcher used the triangulation technique. As stated by Creswell (2010), one of the validity of data strategies is triangulation. Triangulation technique uses two or more methods of data collection in the study of some aspect of human behavior (Cohen, et al., 2007). This technique allows the findings emerged from an analysis to be justified by examining evidence from different data sources. According to Miles and Huberman (1994), there are several types of triangulation. This study used triangulation of data source to validate the data which were collected from classroom observation, questionnaire, interview, home visit, and documents.