

## **CHAPTER III**

### **RESEARCH METHOD**

This research proposed some strategies to answer the research questions. This section exposes a descriptive qualitative methodology. It is supported by three main research instruments; observing the classroom, interviewing the respondent, and analyzing documents. The respondent was a senior high school English teacher. Moreover, Miles and Huberman, (1994) data analysis was the guidance to gain the information.

#### **3.1 Research Design**

Managing an appropriate research design in a research should be made in order to gain the information needed. According to Creswell (2009), a research design means some strategies and procedures to attain information taken from data collection and analysis methodologies.

The research was directed by applying a descriptive qualitative methodology as the main design to gain information needed in this research. Hamied (2017) cited in Rajasa (2018) expresses that a qualitative research method summarizes some point of views, challenges, and manifestations from another perspectives. Moreover, a descriptive qualitative method increases some information that have been collected through several steps of data collecting system which embed with qualitative research method such as transcribing, categorizing, and analyzing the data to achieve particular information from the respondent. It is very useful and fit because a descriptive qualitative methodology measures about something that to know profoundly, concerning events or activities, what was involved, who was/were involved, where did it take place and its chronological events that were not compared to the other research. The pressure point in this descriptive qualitative research method is providing some new information or adding previous information that has been researched beforehand (Lambert & Lambert, 2012).

In this study, the researcher gained the data information from the respondent directly and indirectly. A direct data information was taken by making interview and observing the teacher in the class. Meanwhile, an indirect data information was engaged by viewing the documents (lesson plan and students' evaluation book).

### **3.2 Respondent**

The research involved a senior high school teacher as the research respondent. The teacher has taught more than fifteen years in implementing English teaching strategies in some areas of English skill. Moreover, the respondent also has some experience in managing students from non-formal education. Thus, it enriched and contributed to the more data information from the respondent. His experience in teaching both in formal and non-formal education in English subject set some insights and ideas to be explored further in this research. Additionally, besides applying some strategies in reading comprehension in the classroom, the respondent has conducted a research paper which concerned reading evaluation to the students using multiple choice and essay form. The respondent also applied some new ideas and strategies to enhance student's understanding and skill in implementing reading in the classroom in order to achieve better score and target language from the school curriculum. Besides, the respondent also has a good personality that he was available to cooperate and associate both the researcher and the students. The school management also has given chance to the respondent by organizing reading comprehension more in some particular schedules at school to enrich student's reading comprehension skill in the class.

### **3.3 Research Instruments**

To collect data and information needed, this research applied three research instruments; managing classroom observation, making interview, and analyzing related documents. A classroom observation was needed to capture and to reveal teacher's step-by-step movement in teaching reading to the students. It was important for the researcher to highlight the way of the respondent teach and how he interacted with the students. Furthermore, to maximize the observation session, the research also

used video recorder equipment. Some interview session also conducted to gain more information related to the teacher's strategies, experience, and other insights associated to the reading comprehension. Then, lesson plan and evaluation book report supported both classroom observation and interview session. Lesson plans and worksheets were analyzed to support information about reading comprehension skill implemented by the teacher.

### **3.3.1. Observation**

Through this technique, this study investigated the learning process directly when the class is running. According to Hamied (2017), the observation is aimed to observe the behaviors, actions, and communication patterns and writes rich, detailed descriptions including the context within which the observations are made. The observation will also be recorded by using a video recorder. Moreover, this research has taken the data recorded by using video recorder in mobile phone's application in two recording time lapse.

There was one type of observation employed in present study. They was overt non-participatory observations. An overt non-participatory observation is performed by the teachers who were the same time in conducting the study on particular method in the context of EFL reading classroom.

Furthermore, the observation was taken in three sessions. Two sessions were determined to analyze and to observe the real situation that happened in the classroom during teaching and learning process. In those two sessions, the researcher needed to make sure the respondent competence on teaching English, especially in teaching reading. Hence, the researcher confident to continue to choose the respondent as the main source of the research. Moreover, the last one session, the researcher provided a recorder to record the whole situation, responses, feedbacks, and the way the respondent deliver the material by using certain strategies. In this instrument, the researcher also observed how the respondent popped a question to the students, opened a discussion, asked several activities, and responded to the student's feedback and

related questions, and how the respondent applied the classroom method and techniques.

### **3.3.2. Interview**

According to Brinkmann, 2014, the interview technique is aimed to attain a truth or knowledge from the interviewee directly with learning others' experiences and learning how they think, feel, act, and develop as an individual surrounded by multi-social phenomena. This instrument revealed some facts and information from the teacher's perspective about reading in general, its strategies, and its application in the classroom. Moreover, an open-ended interview has been chosen to explore some new cases or ideas directly from the respondent. Moreover, the interview in this research has been divided into two sessions:

1. Pre interview session.

This session was mainly about getting along each other between the researcher and the respondent. The questions were general. The researcher wanted to know the respondent profoundly. The questions were about the respondent's general experience, his common ground related to education, English education, and some issues regarding to the education matters.

2. Main interview session.

This session pointed out the main point of information related to the research questions. The content of the questions were directly about specific method and technique used in implementing reading comprehension material and what significance to both students and teacher (the respondent) himself. Moreover, through interview session, the respondent (interviewee) elucidated and explained what was happened from the classroom observation by looking at the video recorder in order to clarify some missing or untold explanation that could not be exposed in previous session. It was useful to avoid misinterpretation and misconception among the respondent and the researcher about the observation video that has been recorded earlier.

### 3.3.3. Documents

A printed and digital documentation related to the systematic procedure of some actions, strategies, and evaluation records is a familiar name of document- collected (Bowen, 2009). In some particular fields, a document could be formed in the different design and template. Basically, the aim of document is almost the same. It collects and records important information from both printed and digital form (O’leary, 2013). According to his book, there are three types of documents, as follow:

1. Public record is a certified documents which record and store schools, institutions, companies, and organizations data in both printed and digital form such as school’s syllabus, lesson plans, weekly lesson plans, accountant report, annual report, paper-works, and worksheets.
2. Personal document is a digital information that can be taken through internet and it is online. Individuals may take the information directly from his/her account which is encrypted by using password to keep the secrecy of the information spread in some social media accounts such as emails, blogs, social media applications (*Facebook, twitter, Instagram*, journals, and reports).
3. Physical evidence is a printed documentation which is support to inform the public about events or activities in particular places such as posters, flyers, handouts, booklets, banners, and agendas.

Public records was a suitable type of document to support this research because it contains detail foot-prints about the respondent’s teaching strategies through syllabus and lesson plan which related to the reading comprehension construction in classroom teaching and learning activity. Moreover, the classroom syllabus and lesson plan crosschecked the respondent’s and students’ activities whether it is the same or different instruction between the paper-plan and the reality applied in the class. Additionally, students’ evaluation report was also needed to be a parameter how significance the use of particular method and technique that has been used to the students. The scoring sheets showed the graphic chart of students’ reading comprehension result that determined how significance the method and the technique was.

### 3.4 Data Collection Procedures

Data collection procedure is the procedure of collecting, measuring and analyzing accurate insights for research using standard validated techniques to create establishment of a systematic way that allows one to answer stated research questions, test hypotheses, and evaluate outcomes (Bhat, 2019). It obtains sensitive information while guaranteeing privacy to respondents (Warner, 1965). The procedure data collection of this research was broken down into three segments.

1. Observation data was transferred into conversation. To keep the secrecy of the respondent, the researcher modify the names of all students who participated in the classroom interaction.
2. Interview data was managed in order to find appropriate information from the respondent related to the method and technique in teaching reading and its significance for the students and the teacher. This data information was possible to support and to add up the data information from observation instrument.
3. Document analysis (lesson plan and students' evaluation book report) were inserted to support the significance for the students in learning reading comprehension by using method and technique that used by the respondent.

### 3.5 Data Analysis

This research used qualitative research data analysis. The guidance of data analysis in this research were applying according to Miles and Huberman, (1994) model of qualitative data analysis guidance, as follow:

1. Data reduction.

"Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions."

Not only do the data need to be condensed for the need of manageability, they also have to be transformed so they can be made intelligible in terms of the issues being addressed. Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized, or set aside completely for the purposes of the project at hand. In qualitative analysis, the

analyst decides which data are to be singled out for description according to principles of selectivity. This usually involves some combination of deductive and inductive analysis. While initial categorizations are shaped by pre-established study questions, the qualitative analyst should remain open to inducing new meanings from the data available.

2. Data display.

Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in word or diagrammatic form, allow the analyst to extrapolate from the data enough to begin to discern systematic patterns and interrelationships. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

3. Conclusion drawing and data verification.

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions.

Based on the explanation above, this research elaborated several main points which underpinned to analyze the research data into findings and discussion related to the method and classroom techniques that respondent used in teaching reading comprehension and its significance to the students and the teacher. The following points below showed the data analysis procedures:

1. Joining the classroom session to observe and to find out possible evidence to be taken as data analysis.
2. Recording the whole time-to-time reading classroom session. The video-taping procedure was to record teacher's interaction, strategies in implementing reading comprehension lesson from the opening until closing activity.

3. Managing the result of video-taping activity into conversation.
4. Selecting the conversation that represented the evidence that led to the method and techniques that used by the respondent in teaching reading and its significance to the students and the teacher.
5. Making interview session to achieve important and profound information directly from the respondent related to the method and technique in teaching reading.
6. Managing sub-themes of findings to be discussed from the two research questions from transcription of observation and information taken from interview session.
7. Composing and relating the findings with theories and related research to create new insight of information.