

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the elaboration of methodology of the study which attempts to answer the two questions related to the extent to which the technique of ‘One Stays Rest Stray’ (OSRS) helps students’ reading comprehension and students’ responses towards the use of OSRS technique in their learning.

It covers research design, research site and participant, data collection including research instruments and data collection procedure, and data analysis.

3.1 Research Design

The research design used in this study is qualitative approach. The approach was chosen since this study focused on analyzing and identifying a social phenomenon of instructional process in detail (Cohen et al., 2007). The phenomenon was specifically seen from the use of OSRS technique in teaching reading comprehension of narrative text.

This study has a characteristic to use case study research. There were several reasons to employ case study. First, this study attempted to investigate contemporary phenomenon that what happened in educational context (Algozzine& Hancock, 2006; Duff, 2008). Second, this study concerned on vivid description of an event that is relevant to the case (Hitchock& Hughes, 1995, as cited in Cohen et al., 2007). Third, this study focused on single case or small case with particularly definable boundary system (e.g activity, process, event, or individuals) (Duff, 2008).

3.2 Research Site and Participants

This study was conducted at one of public senior high schools in Bandung, West Java, Indonesia. The site was selected since it gave an easy access to that school and it provided good facilities to support the instructional process.

The participants were an English teacher and 28 students of grade XI Science 9. The teacher was chosen because she was familiar with the use of cooperative learning in classroom, while the students were chosen because they were recommended by the school.

3.3 Data Collection

The data collection techniques used in this study was classroom observation, written documents, and questionnaire. The use of different techniques is known as triangulation technique which is purposed to examine validity and credibility of data in qualitative study so that the data gained will be relatively consistent (Alwasilah, 2009; Sugiyono, 2011). Further explanation is described below.

3.3.1 Classroom Observation

Observation was conducted to collect data of ongoing activities in classroom. The data were gained through observing each conscious process occurred in classroom. Observation gives sensitive data which deals with context or human behavior and demonstrate the data validity of verbal/ non verbal behavior (Moyles, 2002, as cited in Cohen et al., 2007).

The observations were conducted from April 9 to April 30 2013. The type of participants applied in this study was a complete observer or non participant observation which is to make the observation more effective (Fraenkel, Hyun & Wallen, 2012). The aim of being observer was to get rid of losing any natural

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interaction among the teacher and students. To make the data of observation valid and reliable, the data were gained from videotaping. Videotaping was chosen to give an ease of collecting every activity in classroom in detail and supported by field notes. (Duff, 2008).

3.3.2 Written Documents

As suggested by Guba and Lincoln (1981, cited in Alwasilah, 2009; Algozzine & Hancock, 2006), document is a written data that give description and information related to research questions naturally. The written documents were then used to support data from observation. The data of written documents were obtained in form of lesson plans which were seen from learning activities in classroom and students' worksheets. To collect the data, the data were examined and identified to answer research questions in Chapter I. The detail of those documents can be seen in Appendix.

3.3.3 Questionnaire

The aim of using questionnaire was to support the data gathered from classroom observation. It was also to elicit the students' responses towards the use of OSRS technique in teaching reading of narrative text in classroom. The responses of respondent basically were used to find out about their point of view subjectively about a particular target (Dornyei, 2010).

The type of questionnaire used was close and open- ended questionnaire. Close- ended questions allowed respondents to select the answer from each of the questions definitely easily. The close- ended questions are in multiple choices, yes- no questions, constant cum, and rating scales form that give respondents to complete and to code it quickly straightforwardly by encircling and ticking one of them (Wilson & McLean, 1994, as cited in Cohen et al, 2007; Dornyei, 2010). To

this study, the close- ended questions were implied by answering “yes” and “no” in each question of the questionnaire.

Open- ended questions were needed to get simple reason as possible answer. The open responses produce possible answer in form of graphic examples, illustrative quotes, and can also lead to identify issues not previously anticipated (Dornyei, 2010). In some cases, there may be good reason actually for asking some questions both in open and closed form (Oppenheim, 1992, as cited in Dornyei, 2010). For this study, both of close and open- ended questions were collaborated to give ease of collecting data.

The distribution of the questionnaire was conducted on April, 30 2013. The categories of questions in the questionnaire were divided into two parts consisting of five positive statements. The categories of questions were adjusted to answer the research questions of this study. The categories of the questions had been made in the framework below.

Table 3.1

The Table of The Framework of Students’ Questionnaire

No.	Categories	Item Number	Total
1.	Responses to the benefit of using OSRS technique in teaching reading comprehension of narrative text	2, 3, 4	3
2.	Students’ personal feeling and attitude towards the use of the OSRS technique in their learning	1, 5	2

3.4 Data Analysis

The methods used in analyzing data in this study were qualitative methods. The qualitative data were analyzed from classroom observation, written document and questionnaire in which the data were interpreted in form descriptive explanation.

All the data were analyzed by using theories of aspects of reading comprehension (Morsy, Kieffer, & Snow, 2010), supported the theories from Moreillon (2007), Westwood (2008), Burns et al. (2005), Klingner et al. (2007), Rice (2013), and Ueta (2005). In addition, the data were also analyzed based on the theories of cooperative learning (Jacobs et al., 2006; Jolliffe, 2007; McDonell, 1992; Shoval & Shulruf, 2011) and the theories of OSRS technique (Jacobs et al., 2006; Kagan, 2009; Surjosuseno, 2011; Agust et al., 2012; Felder & Brent, 2007).

After collecting the data from classroom observation, the data from videos which consisted of the verbal and non verbal interaction were transcribed. Then, the data were coded in categorization that was adjusted with the research questions in Chapter I. The coding was aimed at narrowing form of descriptions into a few themes (Cresswell, 2008).

The data from written documents were read firstly and then selected to be analyzed based on the research questions. For the data of questionnaire consisted of close and open- ended questions, those were interpreted and analyzed through different ways. The answers of the data in close- ended questions were analyzed by using formula of percentage as follow:

$$P = \frac{fo}{n} \times 100\%$$

(Riduwan, 2009, in Gupitasari, 2013)

Note:

P = percentage

fo = frequency observed

n = number of sample

Meanwhile, the answers of the data in open-ended questions were analyzed by using the following procedures (Dornyei, 2003): a) Clarifying the questions. b) Clarifying sentence completion task. c) Clarifying short-answer questions. d) Analyzing students' responses by marking any distinct content, element, substantive statements or key points. e) Forming students' responses into broader categories to compare with another response. f) Drawing the conclusion.

By using triangulation technique in collecting data, the data were analyzed by cross-checking in order to ensure whether the data were consistent or not. The results of the analyzed data were described thoroughly in Chapter IV.