

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the methodology of the study. It provides descriptions about the research design, site and participants, data collection, data analysis, data analysis procedures, and establishment of trustworthiness.

#### 3.1 Research Design

To look into the issues, a qualitative approach by applying a case study design was employed in this study. Merriam (1988, in Duff, 2008) defines a qualitative case study as “an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive, and heuristic and rely heavily on inductive reasoning in handling multiple data sources” (p.22). In relation to the aforementioned definition, a case study focuses on building on an in-depth description and analysis of a case or multiple cases, and uses multiple sources in collecting the data (Cresswell, 2007; Fraenkel *et al.* 2012; Yin, 2003).

In agreement with those definitions, the intention to use qualitative case study in this study was to find out benefits of using extensive reading in teaching reading and the students' attitudes toward it. Hence, the method in this study consisted of multiple data collection: classroom observation, questionnaire, and interview. In this study, the researcher took part as a participant observer, which was as their teacher. One of the advantages of qualitative research is in describing a context of the variable under considerations and interactions of different variables in context apply participant observation and subject information (Key, 1997). In addition, this study was educational case study, because it concerned with the understanding of educational action that is by developing or refinement educational theory through thoughtful and systematic records of evidences (Stenhouse, 1985, cited in Bassey, 1999).

### 3.2 Site and Participants

The samples were taken based on purposive sampling. As Patton (1990, cited in Alwasilah, 2011) suggests that a qualitative study uses purposive sampling method. It is because it is not intended to empirical generalization from a sample to a population, but on an insight about the phenomenon (Patton, 2002). Furthermore, the study was conducted in a Junior High School in Bandung. One class of second graders consisting of 36 students was chosen as the participants in this study. They were grouped into one class in academic year 2013/2014. The participant class was suggested by the teacher since the students were considered active compared to other classes. Moreover, second graders were chosen because they were not disturbed by many additional classes like in third graders that will face final exam. Other than that they seem to have more experience in reading English text rather than first graders.

### 3.3 Data Collection

Triangulation technique was used in collecting the data in this study. In a qualitative study, it refers to collecting the data from various sources and/or through various methods (Alwasilah, 2009). Creswell (2012) confirms that triangulation combines “the strengths of one type of method and neutralize the weaknesses of the other” (p.536) to enrich the investigation. It helps to reduce the bias and the subjectivity of a research; likewise it can enhance the credibility of the research (Arifin, 2011). Accordingly, there were three instruments in collecting the data in this study; classroom observation, questionnaire, and interview.

#### 3.3.1 Classroom Observation

The first instrument in this study was Classroom observation. Observation is commonly used to collect qualitative data (Key, 1997). The observation in this study was conducted to investigate students’ learning activities. The observation was held for four meetings from October 29<sup>th</sup> to November 12<sup>nd</sup>, 2013.

Observation sheet and field notes were utilized to record notes about participants' behavior and performance during the observation (Cresswell, 2012). Field notes were used in every meeting, while the observation sheet was not used in the first meeting because there was no any follow up activity related to extensive reading in the first meeting. It was used from the second meeting until the fourth meeting. The observation sheet was based on the activities related to extensive reading approach in the lesson plan. In relation to this, someone attitudes may range from positive to negative (Fishbein & Ajzen, 1980; Oskamp, 1977; Petty & Cacioppo, 1981, cited in Azwar, 2012). As regards from this, during the learning processes the students' attitudes were marked positive or negative in the observation sheet. Therefore, the observation sheet is revealed below.

Table 3.1

Observation sheet (based on extensive reading activities in the classroom)

Categories		Activities	Yes	No	Attitudes +/-	Evidences
<b>Homework</b>		The students did the reading journal				
<b>Class work</b>	Exploration	Students were involved in the class discussion about their experience in reading text.				
	Elaboration	The students participated actively in group discussion				
		The students were able to attend to group discussions for a reasonable amount of time.				
		The students were able to share what they got from their group discussion.				
		The students were able to read aloud the favorite part from the text.				
	Confirmation	The students were able to know the aim of the text.				

### 3.3.2 Questionnaires

Questionnaire was the second instrument in this study. It is one of the research instruments which consisted of a series of questions or statements to obtain the information from participants (Arifin, 2011) where “information that is typically not available from production data alone” (Mackey and Gass, 2005, p.93). According to Alwasilah (2011), questionnaire can be used to identify opinions, attitudes, or subject’s perceptions. In this study, there were two forms of questionnaires were employed: close-ended questionnaires and open-ended questionnaires.

The first form was close-ended questionnaires. To complete this questionnaire, the participants needed to mark or circle predetermined answers that “best represents their feeling about the topics included in the questions or statements in the scale” (Fraenkel *et al.* 2012, p.400). The advantages of this type of questionnaire are permitting a researcher to easily compare responses and providing a means for coding responses (Creswell, 2012).

The questionnaires were utilized to gain the students’ attitude to the use of extensive reading approach. The questionnaires were analyzed quantitatively by using Likert Scale. Fraenkel *et al.* (2012) states that Likert Scales is the most commonly used questions format for assessing participants’ attitudes toward a particular concept. The form of questionnaire consisted of positive and negative statements which framework as follow:

Table 3.2  
Framework for close-ended questionnaires

No.	Aspects	Item number		Total
		+	-	
1.	Students’ attitudes to the benefits of the use of extensive reading approach.	1, 8, 10, 11, 12	-	5
2.	Students’ attitudes toward the use of extensive reading approach.	2, 3, 5, 7, 9, 13	4, 6	8
<b>Total</b>				<b>13</b>

The statements in these questionnaires were written in Indonesian to avoid misunderstanding from the participants. The second form was open-ended questionnaires. The advantages of open-ended questionnaires are it permits “respondents to express their own thoughts and ideas in their own manner, and thus may result in more unexpected and insightful data” (Mackey and Gass, 2005). This form consisted of three questions.

The questionnaire was administered anonymously to get reliable data. The questionnaires were distributed to the students after finishing the implementation of extensive reading approach.

### **3.3.3 Interview**

The last instrument in this study was interview. In-depth information and data can be obtained by a researcher by doing an interview (Alwasilah, 2011). Interview generates direct record from participants about their feelings, opinions, experiences, and knowledge (Patton, 2002). For this study, interview was addressed to obtain data about students’ attitudes toward extensive reading activity and benefits perceived by them through extensive reading activity. In addition, the data from the interview could support and clarify the data from the observations and questionnaires.

The model of interview in this study was semi-structured interview. The aim of this model is to find the problem openly where the respondents are asked to give their opinions and ideas (Sugiono, 2012). The interviews were conducted with nine students as the samples. It was one-on-one interview where “the researcher asks questions to and records answers from only participant in the study at a time” (Creswell, 2012, p.218). The interviews were recorded by voice recorder. To avoid misunderstanding and make students answer to the questions more easily, the questions were delivered in Indonesian.

### 3.4 Data Analysis

#### 3.4.1 Classroom Observation

The data from the observation was recorded by using the observation sheets and field notes in every meetings. However, the observation sheet was only used in the second until the forth meetings, because in the first meeting there was no any activity related to extensive reading. The data analysis was accomplished during and after the learning process. The analysis of the findings were interpreted and discussed in the next chapter.

#### 3.4.2 Questionnaire Analysis

The questionnaires which was close-ended questionnaire, it was analyzed quantitatively by using Likert Scale. Likert Scale uses scale 1-5, where the score 5 for strongly agree (SA), 4 for agree (A), 3 for uncertain (U), 2 for disagree (DA), and 1 for strongly disagree (SDA). But, in this study, the questionnaire consisted of four predetermined answers where there was no option uncertain. This is to perceive whether the tendency of participants in choosing the statements were to agree or disagree. Four was the highest score and one was the lowest score. The options had following scales.

Table 3.3

Scoring system of the close-ended questionnaires

Kind of Statements	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Positive (+)	4	3	2	1
Negative (-)	1	2	3	4

The steps in analyzing the closed-ended questionnaire were by calculating the total number of students choosing the response (frequency) and the score of the students' answers. The results from the questionnaires were put in the table and divided into groups for evaluating the attitudes. The first step was calculating the

percentage of each total frequency of the students' answers to item by using percentage formula. The formula is as follow.

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

(Sudijono, 2008, p.43)

P = Percentage (%)  
 fo = Frequency Observed  
 n = Total respondents

The next step was interpreting the result percentage of calculations; the researcher referred to a reference according to Kuntjaraningrat (Nurjanah, 2012). The following are the interpretations for each percentage:

Table 3.4

Criteria of percentage of participants

Percentage of Participant	Criteria
0 %	None
1 – 25 %	Small number of
25 - 49 %	Nearly half of
50 %	Half of
51 – 75 %	More than half of
76 – 99 %	Almost of
100 %	All of

The further step was to interpret the scores of the questionnaires. Sugiono (2012, p.137) suggests several steps to interpret them. The first step was to calculate the criterion of the scores, it is can be done by using the formula below:

The highest score (4) x total participants x total statements

The second step was to calculate the total scores from the data gained. Here, the students' scores were tabulated in the table. The third step was to determine the

category (data interpretation) of the scores of the questionnaires by calculating the quality score with formula below:

$$P = \frac{\text{The total scores of the data gained}}{\text{Criterion score}} \times 100\%$$

By using the formula above the percentage of the scores can be determined. As the last step, the interval of the score can be developed continuously as follow.

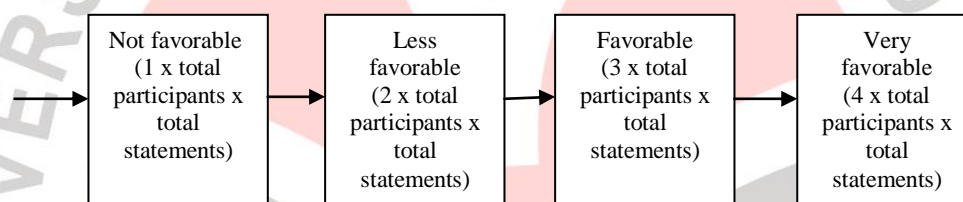


Figure 3.1

The interval score of questionnaires' interpretation (developed from Sugiono, 2012)

The second form of questionnaires was open-ended questionnaires. Here, the participants provided their answers by themselves. The data were analyzed by classifying the students' answers based on their categories.

### 3.4.3 Interview Analysis

The data from the interviews were recorded by using voice recorder. The interview recording was transcribed so that the data could be analyzed. The next step was the data were interpreted based on the research questions of the study. The analysis of the findings were interpreted and discussed in the chapter IV.



### **3.5 Data Analysis Procedures**

Data analysis was managed by categorizing, interpreting, synthesizing, organizing the data into units and models, choosing the important one to be learnt, and formulating the conclusion (Sugiono, 2012). In this study, after the data was collected from the classroom observations, questionnaires, and interviews were analyzed by using descriptive qualitative analysis. Miles and Huberman (1994, p.10-12) advises three simultaneous flows of activities in analyzing the data. They are data reduction, data display and conclusion drawing or verification.

#### **3.5.1 Data Reduction**

In this study, the process of data reduction progressed concurrently as data collection proceeds. The data reduction was accomplished to simplify the data gathered. By implementing data reduction, the data will be simpler and it will make the process of data analysis easier. In this process, data reduction was performed by writing summaries, coding, making cluster, tabulating, and making partition. These processes proceeded until the final report is achieved. The processes helped the researcher to have a clear view about this study.

#### **3.5.2 Data Display**

Data display is the second step of data analysis in a qualitative study. Data display facilitates the researcher in the process of data analysis; the ideas and interpretations of the data will be clearer (Alwasilah, 2011). In this study, the field notes would be displayed in an extended text to describe the implementation of extensive reading activity in a reading class, while the result of observation sheet would be displayed in table. The result of the open-ended questionnaire and interview would be displayed in extended text. Furthermore, the result of the close-ended questionnaires would be displayed in some tables and scale.

### 3.5.3 Conclusion Drawing

The third step of data analysis in qualitative study is conclusion drawing or verification. Interpretations were made on the data analyzed after doing data reduction and data display processes to the attained data from classroom observation (field notes and observation sheet), questionnaire, and interview. Subsequently, some conclusions were drawn which were related to the research questions.

### 3.6 Teaching Program

In performing the treatments, the researcher took part as a participant observer, which was as their teacher. Extensive reading technique was utilized during the learning and teaching process in teaching reading. As it had been explained before in chapter II, several activities were adapted and developed from book entitled “*Extensive Reading Activities for Teaching Language*” by Day and Bamford (2004) (see chapter II section 2.1.4). In the implementations, there were two basic activities; homework and class works.

The follow up activities of the technique was conducted from the second until forth meeting, because in the first meeting, teacher just simply gave assignments related to extensive reading which were reading homework and completing reading journal. The lesson plan using this approach can be seen in the appendix D. The basic activities in extensive reading approach in teaching reading will be interpreted below:

#### Homework

- Reading homework

Reading homework was the basic activity in extensive reading. In the process, teacher provided texts to be read by the students. Then, students were asked to choose one of the provided-text as their reading homework.

- Reading journal

The other homework was reading journal. Reading journal consisted of three components; reading record, difficult words and my favorite part along with the reason. It was used to keep track of students' reading and to know about students' personal understanding toward a text. In every meeting, the completeness of the students' reading journals was checked by the teacher.

### **Class works**

- **Group discussion**

In this activity, students were divided into groups consisted of five or six students. In the process, students talk in groups about what they have read. To make discussion easier, teacher provide a list of questions. For group assessment, students were asked to make a report from their group discussion.

- **Sharing about a text**

In this activity, representative of each group were asked to share to the class about what they obtained from group discussion based on the list of the questions. After all of representative of groups shared the result of their discussion, teacher gave feedback about the results of the students' discussion.

- **Reading aloud favorite part**

In this activity, some students were asked to read aloud their favorite part and the reason why they like that part from their reading journal.

### **3.7 Establishment of Trustworthiness**

To establish the validity and trustworthiness in this study, several strategies were employed: triangulation, feedback and member checking. The first strategy was triangulation. As it has been explained before, triangulation is data collection technique which combines some methods and/or sources. Triangulation promotes the researcher in developing the “converging lines of inquiry” (Yin, 2003, p.98). It is because a variety of instruments in collecting the data is supported in a conclusion (Fraenkel *et al.* 2012; Yin, 2003). In this study, the researcher employed

methodological triangulation (Denzin, 1978, cited in Patton, 2002) because there were several methods used to collect the data. The methods were classroom observation, questionnaire and interview. Classroom observations were accomplished to collect the data from the teaching and learning process by using field notes and completing observation sheets. Then in order to avoid bias of the study, the findings were balanced with the information obtained from questionnaires and interviews.

The second strategy was feedback. To identify validity threat, bias and researcher's assumption, including logical weakness of the current study, thus asking feedbacks, comments, critiques, and advices from others are needed (Alwasilah, 2011). In this study, the feedbacks involved asking those who know the research situation well. The feedback was given from the supervisors, the English teacher and some of the researcher's friends.

The third strategy was member checking. It is another form of triangulation, therefore, which can help ensure the authenticity and enhance an analysis (Duff, 2008). Member checking was completed after analyzing the data obtained from the observation and questionnaires. The students were interviewed to support the findings and to confirm the data trustworthiness also. The data obtained were reconfirmed to the participants to determine the accuracy and appropriateness of the findings.

### **3.8 Concluding Remark**

This chapter has described a brief discussion of methodology related of the study, including research design, site and participants, data collection, data analysis, data analysis procedure, and establishment of trustworthiness. The following chapter will provide description of the findings and the discussions of the data gained.