

CHAPTER III

METHODOLOGY

This chapter presents the methodology used in this research, including research design, participant, and research procedure.

3.1 Research Design

This study employed a qualitative case study. This design was chosen based on the purpose of this study which was to explore in-depth support of Reading to Learn (R2L) pedagogy in a young English language learner's reading comprehension. The allowance of exploring an in-depth process, event, or activities of an individual or group (Cresswell & Cresswell, 2018, p. 259) in a natural contemporary phenomenon (Cresswell & Poth, 2018; Yin, 2018; Creswell, 2003) made a case study design suitable for this study.

Specifically, a single case study was employed considering a single case that happened during one specific period and needed to be looked at further. As in the present study, the case relied on one English language learner aged 12 years old needing an effective strategy to help him comprehend the English text. Therefore, considering the need, this study used a single case study that explored the support of Reading to Learn (R2L) pedagogy for a young English language learner's reading comprehension.

In this study, the researcher was a participant researcher who acted as the teacher and the researcher. The research design and the researcher's position were similar to the study conducted by Leung (2002). Through a single case study method, Leung (2002) as the participant researcher was able to in-depth explore the process of extensive reading in supporting one participant's Japanese vocabulary and comprehension. Therefore, a participant researcher was appropriate in this research to picture all processes of Reading to Learn (R2L) pedagogy in supporting a young English language learner's reading comprehension using intensive reading.

3.2 Research Participant

This research used a single case study which explored an in-depth understanding of an individual's contemporary phenomenon. The individual that participated was Tareq (pseudonym), an English language learner aged 12 years old in Bandung, Indonesia. He was

a sixth grader when he participated in this research and had learned English through a private lesson for as long as six months.

Tareq once joined an English private lesson due to his parent's concern regarding his low exposure to English. English itself has become a worldwide language that is used as a tool of communication by every person on academic, business, and other occasions (Naved, 2022). Moreover, English is also one of the subjects in junior high school with a fairly high demand for a beginner. As stated in *Kurikulum Merdeka*, in terms of reading, learners in phase D or seventh, eighth, and ninth graders should be able to independently read, comprehend, and evaluate the narrative, descriptive, procedure, advertisement, or authentic text (Kepala Badan Penelitian dan Pengembangan dan Perbukuan, 2021, p. 175-176). Therefore, considering the demand and the importance of English, Tareq's parents prepared him for the next educational level.

When Tareq learned English in a private lesson, a story-based lesson was used. Vocabulary, basic English structure, reading comprehension, speaking, and listening through intensive reading were taught by his teacher. Specifically, in learning reading comprehension, he was being read aloud and discussing comprehension questions that were given during reading and after reading. However, based on the observation, he still experienced reading comprehension problems such as the difficulty in decoding the English words, understanding one specific sentence without being translated by the teacher, and producing a whole English sentence. The problem happened probably due to insufficient exposure to English as it is the foreign language in Indonesia. Therefore, he had little chance to speak, listen, or even read outside the lesson, which affects his ability in producing, pronounciancing, as well as understanding English words.

Going from the barrier and future demand faced by Tareq, the researcher conducted research with an intention of helping him comprehend the text using Reading to Learn (R2L) pedagogy through online learning. Due to the COVID-19 pandemic, public activities including the implementation of learning were still restricted by the Indonesian government. The regulation was informed in The Ministry of Foreign Affairs of the Republic of Indonesia (2022) decree number 35, which states that the learning process could be done in two ways; limited face-to-face learning or distance learning considering the level of COVID-19 in one specific area. Hence, online learning through the Zoom meeting was best to conduct this research.

3.3 Research Procedure

This research was conducted through several procedures, including designing a lesson plan, conducting the lessons, collecting the data, and analyzing the data. The section below clarifies all the procedures of this research.

3.3.1 Designing a lesson plan

Designing a lesson plan was the first step that was done in this research. The lesson plan was constructed based on Tareq abilities, characteristics, and demands. As his future demands were to read independently, comprehend, and evaluate the narrative, descriptive, procedure, advertisement, or authentic text (Kepala Badan Penelitian dan Pengembangan dan Perbukuan, 2021, p. 175-176), the descriptive text was chosen. Specifically, a descriptive text entitled “A Climate in Chaos” was used throughout this research.

“A Climate in Chaos” is a digital picture book that was written by Neal Layton which was originally published in 2020. It talked about how the climate can change, the reason why the climate can change, and what people should do to prevent it. It was a good climate change theme book for students as it helped them to easily understand the explanation. The use of interactive language, lots of elaboration, and interesting illustration simplify students in comprehending the text. Furthermore, using this text was one of the ways to raise students' awareness as it has become one of the concerns by the United Nations which included in Sustainable Development Goals (United Nation, n.d). Through the climate change texts theme, the teacher was not only teaching about the language, but also how the language worked as well as the knowledge about climate change.

In designing the lesson plan using “A Climate in Chaos” text, this research utilized two phases of Reading to Learn (R2L) pedagogy named preparing for reading and detailed reading phases due to the focus skills. Furthermore, the reading aloud approach was also used in the preparing for reading phase to help the learner read the text. The lesson plan was constructed for five meetings with 50 minutes duration. The detailed summary of the lesson plan can be seen on the table below.

Table 3. 1 *Summary of a Lesson Plan*

1st Meeting	The preparing for reading phase which aimed to give a background knowledge Tareq needed as well as discuss his experience related to climate change was implemented. He was guided to understand the key wordings of
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	<p>the text using a step by step summary strategy. A step by step summary was expected to help Tareq in unfolding the text by receiving a brief explanation on each stage of the text. How the climate can change and the ways to prevent it were introduced throughout the first lesson with the help of pictures. Furthermore, a formative assessment in the form of worksheets was also developed to see his understanding. In the worksheets, he was asked to identify which statement is right and wrong as well as circle the activities that he had done related to preventing climate change. After he finished working on the worksheet, both the teacher and Tareq discussed the answers.</p>
2nd Meeting	<p>It aimed to help Tareq in reading the text. At this lesson, the teacher was reading aloud the text and Tareq was doing a silent reading. Reading aloud approach was implemented to help him access the complex concepts, giving lots of exposure on the vocabulary and language pattern, and helping him in understanding the printed word and meaning (SplashLearn, 2022). During the reading aloud, the teacher also asked some brief comprehension questions to make sure that he kept on the track. Furthermore, to see his comprehension, he was asked to express his comprehension through answering some pre comprehension discussion questions related to the text. The questions used in this lesson were reflecting the literal, inferential, and interpretive comprehension levels.</p>
3rd Meeting	<p>Tareq was guided to in-depth comprehend the text by finding the synonyms of some difficult or abstract words, receiving the elaboration, and trying to elaborate the idea. These activities were done using phases of reading exchange as one of the scaffolding in Reading to Learn (R2L) pedagogy. In this lesson, he was urged to comprehend the process and cause the climate can change. As part of the assessment, he was asked to work in a worksheet where he should match the words with the correct meaning. Then, he discussed the answers with the teacher.</p>
4th Meeting	<p>Tareq was still doing the same things as in the third lesson. It was aimed to help him in-depth comprehend the text using phases of reading exchange. The activities that humans can do to prevent climate change was learned</p>

	throughout this lesson as the continuation of the text. Moreover, at the end of the lesson, he was asked to work on two worksheets about true or false statements and mind mapping.
5th Meeting	It aimed to see his comprehension after joining the detailed reading phase. In this lesson, Tareq and the teacher discussed the answers of his mind map. He also was asked to express his comprehension through a post comprehension discussion session.

In pre- and post- reading comprehension discussion activity, the questions that were asked were the same to see Tareq's comprehension development. Furthermore, all questions reflected a literal, inferential, and interpretive comprehension in a form of open-ended questions to allow the teacher to develop it if necessary. The detailed questions could be seen on the table below.

Table 3. 2 *Questions of the Pre- and Post- Comprehension Discussion*

Level of comprehension	Questions
Literal	<ol style="list-style-type: none"> 1. What is the name of the girl? 2. What does she want you to know through this text? 3. What is the name of gasses that keep the earth warm? 4. What is the activity that can produce greenhouse gasses? 5. What can we do to reduce greenhouse gasses?
Inferential	<ol style="list-style-type: none"> 1. Look at this picture (page 8). What do you think about animals? Are they happy? Or are they sad? Why did they feel sad? 2. Why should we eat more vegetables? 3. What will happen when we chop down lots of trees? What will happen to the earth? Why? 4. Why should we reuse something? 5. Why should we change our energy into renewable or ramah lingkungan energy?

Level of comprehension	Questions
Interpretive	<ol style="list-style-type: none"> 1. What example can you find today as the effect of climate change? 2. How would you change your way of living today to a sustainable way of living? 3. What are the advantages and disadvantages of cycling or walking? 4. What can you infer from the text? 5. How would you feel if people are still doing the activities that can harm the planet earth?

The lesson plan was implemented once the lesson plan finished. The implementation was run as explained in the next section.

3.3.2 Conducting the lessons

The lesson was conducted in three weeks with a total of five meetings, starting from 6th of April until 26th of April 2022. Before starting the lesson, Tareq and his parents were informed about this research and asked to sign a parental consent form which was adapted from The University of Texas at Austin (2013). Fortunately, Tareq's parents permitted him to participate throughout this research.

The implementations run based on the constructed lesson plan (see appendix 1). The detailed explanation can be seen on the table below.

Table 3. 3 *The Implementation of the Lesson Plan*

R2L Phases	Teacher activity	Tareq activity
Lesson 1		
The preparing for reading phase	<ul style="list-style-type: none"> - Inviting Tareq to discuss the information about the text involving the title, the meaning of the title, and what it is about. - Giving as well as elaborating 	<ul style="list-style-type: none"> - Expressing his background knowledge when being asked about climate change. - Listening to the teacher's explanation.

	<p>the brief knowledge on the text using a step by step summary strategy.</p> <ul style="list-style-type: none"> - Inviting Tareq to discuss his comprehension during the preparing for reading phase. - Explaining what he should do with the worksheet and asking him to do it. - Discussing the worksheet with him. 	<ul style="list-style-type: none"> - Expressing his comprehension. - Doing the worksheets about identifying which statement is right and wrong as well as circling the activities that he had done related to preventing climate change. - Discussing his answer on the worksheet.
Lesson 2		
The preparing for reading phase	<ul style="list-style-type: none"> - Reviewing the previous knowledge on what is climate change and activities to prevent it. - Reading the text aloud - Asking some comprehension question during the reading aloud - Asking the literal and inferential comprehension question after reading aloud. 	<ul style="list-style-type: none"> - Expressing his background knowledge on what is climate change and activities to prevent it. - Listening as well as reading the text silently. - Answering the comprehension questions.
Lesson 3		
The detailed reading phase	<ul style="list-style-type: none"> - Reviewing Tareq understanding of the text. - Guiding, elaborating, and inviting Tareq to find the key wording and the synonyms of the difficult words as well as 	<ul style="list-style-type: none"> - Expressing his understanding of the text. - Trying to find the synonym of the difficult words and elaborate it based on his knowledge on how the

	<p>link his background knowledge into new knowledge related to how the climate can change using the phases of reading exchange.</p> <ul style="list-style-type: none"> - Explaining what he should do with the worksheet and asking him to do it. - Discussing the worksheet with Tareq. 	<p>climate can change.</p> <ul style="list-style-type: none"> - Doing the worksheet about matching the words with the correct meaning. - Discussing the answer of the worksheet.
Lesson 4		
The detailed reading phase	<ul style="list-style-type: none"> - Reviewing Tareq understanding of the text. - Guiding, elaborating, and inviting Tareq to find the key wording and the synonyms of the difficult words as well as link his background knowledge into new knowledge related to activities that can prevent climate change using the phases of reading exchange. - Explaining what he should do with the worksheets and asking him to do it. - Discussing the worksheet 4.1 with Tareq. 	<ul style="list-style-type: none"> - Expressing his understanding of the text. - Trying to find the synonym of the difficult words and elaborate it based on his knowledge on activities that can prevent climate change. - Doing the worksheets about true or false statements and mind mapping. - Discussing the answer of the worksheet 4.1.
Lesson 5		
The detailed reading phase	<ul style="list-style-type: none"> - Asking Tareq understanding of the text. 	<ul style="list-style-type: none"> - Expressing his understanding of the text.

	<ul style="list-style-type: none"> - Reviewing some difficult words with Tareq. - Discussing the worksheet 4.2. - Asking the literal, inferential, and interpretive comprehension questions. 	<ul style="list-style-type: none"> - Answering the teacher's questions on some difficult words. - Explaining the worksheet 4.2 about mind mapping. - Answering the literal, inferential, and interpretive comprehension questions.
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During the implementation, there were several things that could not be done based on the lesson plan. As the first plan, all questions that reflect literal, inferential, and interpretive comprehension were asked to Tareq before entering the detailed reading phase. However, during the discussion, Tareq was considered to still have not yet been able to answer the inferential questions. Reflecting on the situation, it could be said that it was hard for him to answer interpretive comprehension questions. Therefore, interpretive questions were excluded in the pre comprehension discussion.

Furthermore, during the pre and post comprehension discussion, Tareq was asked some further questions as the scaffolding. For instance, in answering the inferential question on "What will happen when we chop down lots of trees? What will happen to the earth? Why?", he just answered "*Gaada yang menghirup carbon dioxide*" and did not give further explanation on what will happen to the earth. Therefore, to help him reach the exact answer, the teacher asked further questions with "*Memang kenapa kalo yang menghirupnya sedikit?*" and finally he answered "*Banyak carbon dioxide dan menjadi greenhouse gasses*".

Another thing that could not run well as the lesson plan was the duration of the third and fourth lesson. Both of the lessons required more than 50 minutes because of additional scaffoldings done by the teacher considering Tareq's ability. He still found it hard to fully understand the English explanation and directly produce the targeted answer. Therefore, the teacher should mix, switch, chunk, and give further elaboration on some specific words. Hence, it required more time for the third and fourth lesson than were planned before.

3.3.3 Collecting the data

The data were collected through classroom observation, and document analysis. The use of several data collections help the researcher to validate the data by comparing and equating the collected data. Further explanation on the data collections are explained below.

a. Classroom Observation

Classroom observation was used in this research to monitor the support of Reading to Learn (R2L) pedagogy in reading comprehension and make the shifting position possible. The allowance of monitoring, assessing, and evaluating the aspects that happen in the classroom, including teacher's behavior and mastery (Halim, Wahid, & Halim, 2018; Torsh, 2019) made it the best method for this research. Furthermore, classroom observation also allows the shifting position from the observer to the teacher, and vice versa (Creswell & Creswell, 2018, p.265).

Using the recording feature on the Zoom Meeting, the classroom interaction from the preparing for reading and detailed reading phases were recorded to then be monitored. The recorded videos were watched and only transcribed on the important aspects related to the focus of this research using an observation instrument. An observational instrument was used with the consideration of the impossibility of taking notes on all interactions made by the teacher and the participant during the lesson because of the researcher's position, as stated by Creswell and Poth (2018, p. 232). Therefore, in this research, an observational reflective note was used to see the participant's ability in comprehending the text based on levels of comprehension, write additional notes about the strategy used during the lesson, and write the suggestion for further research. Along with the use of reflective notes, taking notes during the lesson was also done. However, it was very limited considering the conductivity. Therefore, detailed information was seen through reflective notes below.

Reflective Notes

Day ...
Date:
Lesson

Codes	Checklist on Classroom Observation Data	Checklist on Sample Work Data
Decoding the words (DW)		
Knowing the meaning (KM)		
Differentiating the words (DW)		
Finding the exact meaning on the text (FaM)		
Finding the main idea (FMi)		
Finding the supporting idea (FSi)		
Relating one paragraph with another text elements (RP)		
Interpreting the idea based on his background knowledge (II)		
Interpreting what the writer want to say through the text (IW)		
Mixing the language (MxL)		
Switching the language (SwL)		
Chunking (Ch)		
Problem faced by the learner (Pfl)		

Explanation and evidence:

Figure 3. 1 Reflective Note

In the present study, there were three phases of classroom observation named pre, whilst, and post.

In the pre-classroom observation, all interactions that happened between the teacher and Tareq were observed. The important information from the recorded videos was then transcribed and written on the provided reflective notes. Furthermore, Tareq's answers in pre-reading comprehension discussion activity were also observed and transcribed to see his comprehension development before entering the detailed reading phase.

In whilst classroom observation, the interactions during the detailed reading phase were monitored, assessed, and evaluated using the reflective notes. Same as the pre-classroom observation, the recorded videos of the classroom were not fully transcribed and just transcribed on the related one.

After observing the whilst observation, a post-reading comprehension discussion activity that was conducted after the detailed reading phase was observed. In this observation phase, all Tareq's answers toward the post-reading comprehension questions were transcribed to then be analyzed using thematic analysis.

b. The Learner's Sample Work

In this study, Tareq's sample work in a form of worksheets was used to support and monitor Tareq comprehension progress. The use of worksheets hoped to be beneficial in terms of measuring Tareq's background knowledge, outcome, process, and progress of learning, like what stated by Lee about the aim of worksheets (2014, p.95-96). In seeing the learning progress, formative assessment worksheets in a form of mind-mapping, misconceptions and errors, and pairing were constructed.

The worksheets were used to assess Tareq's comprehension progress throughout the implementation of Reading to Learn (R2L) pedagogy. Specifically, worksheets were used to see the development of Tareq's literal, inferential, and interpretive comprehension.

3.3.4 Analyzing the data

In analyzing the data gained from classroom observations and Tareq's sample work, a qualitative data analysis process by Creswell and Creswell (2018, p. 269) were conducted. This process of analyzing data was appropriate for this research as it allowed us to picture the result thoroughly. All processes can be seen in the picture below.

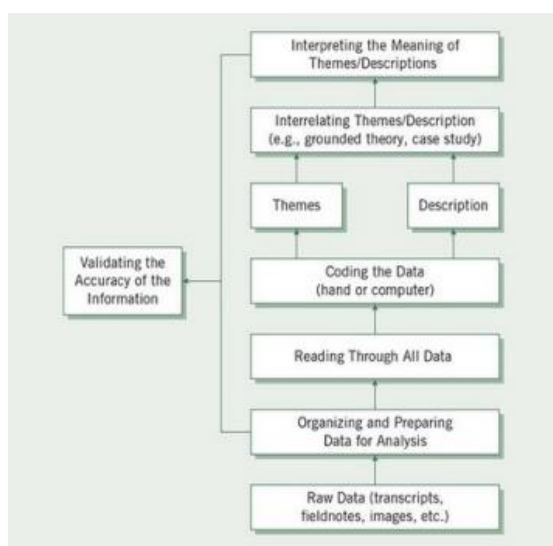


Figure 3. 2 *Thematic Analysis by Creswell & Creswell (2018, p269)*

Organizing and preparing data for analysis was the first step where the process of filling out the observational field notes, writing the learner's answers on pre and post-reading comprehension, and collecting all worksheets done by the learner happened. After organizing the data, observational field notes, pre and post-reading comprehension, as well as worksheets were read as an attempt to find the main ideas that occurred during the lesson. Furthermore, codes were made after reading all datas as the third process. There were

thirteen codes in total used in this research for analyzing all data from classroom observation which are listed on the table below.

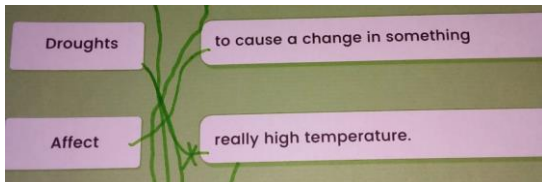
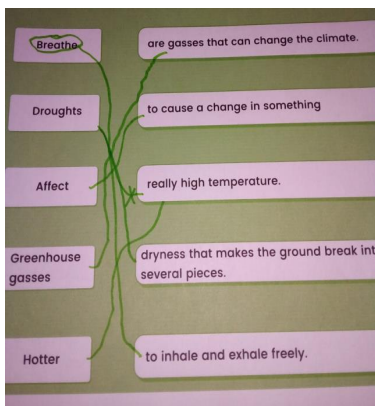
Table 3. 4 List of Codes for Analyzing Classroom Observation

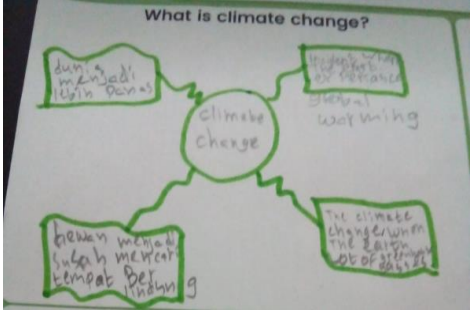
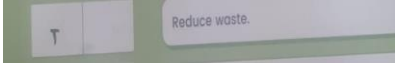
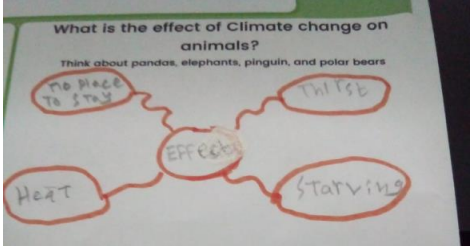
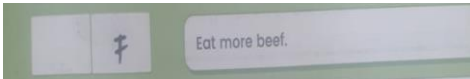
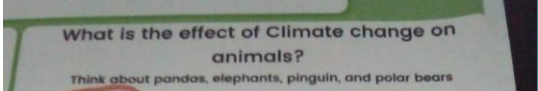
Codes	Example of Excerpt
Decoding the words (DW)	T: what can we do to reduce greenhouse gasses? S: walking, cycling, eat vegetables
Knowing the meaning (KM)	Example of excerpt: T: what can we do to reduce greenhouse gasses? S: walking, cycling, eat vegetables
Differentiating the words (DfW)	T: what do we take when we inhale? S: oxygen T: very good. Then, what do we release when we exhale? S: carbon dioxide
Finding the exact meaning on the text (FeM)	T: Let's take a look at this sentence and read it together. Where does the energy come from? S: Burning greenhouse gasses.
Finding the main idea (FMi)	T: What did Nussy say in this paragraph? S: Stop our earth overheating.
Finding the supporting idea (FSi)	T: Apa saja tadi aktivitasnya? What are the activities that can reduce climate change? S: walking, cycling, eat vegetables, reduce, reuse, recycle
Relating one paragraph with another text elements (RP)	T: Why should we eat more vegetables? S: <i>Akan banyak peternakan sapi, banyak sapi, lalu kentut sapinya menjadi greenhouse gasses.</i> Gloss: There will be more cow farms as well as more cows, and then the fart of cows becomes the greenhouse gasses.
Interpreting the idea based on his background knowledge (II)	T: Kira-kira, apa kaitannya lots of greenhouse gasses sama animals yang sad disini? Gloss: In your opinion, what is the correlation between lots of greenhouse gasses with the sad animals here? S: gaada minum, es esnya jadi cair, bambu susah tumbuh. Gloss: They cannot drink, the ice is melting, and the bamboo hard to grow.
Interpreting what the writer want to say through the text (IW)	T: What does Nussy want you to know through this text? S: Nussy ingin memberi tahu kalau climate change itu bahaya dan cara mencegah climate change terjadi. Gloss: Nussy wants to inform us that climate change is dangerous and the way how we can prevent it.
Mixing the language (MxL)	T: Kira-kira, apa kaitannya lots of greenhouse gasses sama animals yang sad disini?

Codes	Example of Excerpt
Switching the language (SwL)	T: Apa saja tadi aktivitasnya? What are the activities that can reduce climate change?
Chunking (Ch)	<p>T: The paragraph is talking about power atau energy and how we can reduce greenhouse gasses by turning off the energy. Let's read the first sentence. So, where does the energy come from?</p> <p>S: burning greenhouse gasses</p> <p>T: That's right. What happens when we always turn on the energy?</p> <p>S: we produce so many greenhouse gasses</p> <p>T: Very good. We release more greenhouse gasses to the sky if we always turn on the energy.</p>
Problem faced by the learner (PfL)	<p>T: What is another word for crazy hot?</p> <p>S: nggak tahu kak.</p>

Furthermore, there were seven codes used in analyzing the worksheets which are represented on the table below.

Table 3. 5 List of Codes for Analyzing Worksheets

Codes	Example
Knowing the meaning (KM)	 <p>The diagram shows two purple boxes on the left: 'Droughts' and 'Affect'. Lines connect 'Droughts' to a definition box 'to cause a change in something' and 'Affect' to a definition box 'really high temperature.'.</p>
Differentiating the words (DfW)	 <p>The diagram shows five purple boxes on the left: 'Breathe', 'Droughts', 'Affect', 'Greenhouse gasses', and 'Hotter'. Lines connect each to a definition box: 'Breathe' to 'are gasses that can change the climate.', 'Droughts' to 'to cause a change in something', 'Affect' to 'really high temperature.', 'Greenhouse gasses' to 'dryness that makes the ground break into several pieces.', and 'Hotter' to 'to inhale and exhale freely.'.</p>

Codes	Example
Finding the main idea (FMi)	
Finding the supporting idea (FSi)	
Relating one paragraph with another text elements (RP)	
Interpreting the idea based on his background knowledge (II)	
Strategy used to scaffold (StS)	

Going from the codes, the next process was generating themes. In this process, the four themes were made up based on the codes to simplify the process of interpreting data. The themes used in this research could be supported by diverse quotations and specific evidence based on the codes (Creswell & Creswell, 2018, p. 269). They could be seen on the next table.

Table 3. 6 List of Codes and Themes

Codes	Themes
Decoding the words (DW)	Literal comprehension abilities
Knowing the meaning (KM)	
Differentiating the words (DW)	
Finding the exact meaning on the text (FeM)	
Finding the main idea (FMi)	Inferential comprehension abilities
Finding the supporting idea (FSi)	
Relating one paragraph with another text elements (RP)	
Interpreting the idea based on his background knowledge (II)	Interpretive comprehension abilities
Interpreting what the writer want to say through the text (IW)	
Mixing the language (MxL)	The learner's problem and R2L strategy
Switching the language (SwL)	
Chunking (Ch)	
Problem faced by the learner (PfL)	

As the final step, interpreting the meaning of themes as well as codes were conducted. In this research, the interpretation revolved on how Reading to Learn (R2L) pedagogy supported the participant's comprehension after reading the text with the help of some evidence based on the themes and codes. The evidence in both Bahasa and English language was represented on the table with the use of gloss or translation for every statement that was produced in Bahasa both by the teacher and Tareq.