

CHAPTER III

RESEARCH METHODOLOGY

3.1 Opening Remarks

This chapter presents the research design and method of the study. It includes further elaboration of how the research is carried out. Further, it describes research site and research participants (the teacher and the students). Then, data collection process, data collection technique from data resources (observation, interviews, and questionnaires), and data analysis follow them.

3.2 Research Site

The researcher conducted the study at one state senior high school in Sumedang regency. This school is the only school with the status of an International Standard State Senior High School in Sumedang regency. It has three levels of classes: acceleration class, international class and regular class.

Therefore, it is necessary to investigate the teaching of reading in the three levels of classes to find out whether or not there are differences in the teaching of reading, including the goals, the techniques, the problems, and the students' perceptions. Also to get the various types of the teachers' teaching performance in teaching reading at the three different levels of classes and to get various perceptions from the students toward the techniques used by the teachers.

To collect the data about the research site, the researcher observed the teachers in the classroom, conducted interviews to the three teachers, distributed

questionnaires to the students and interviewed selected students. The three teachers who were involved in this study teach in the three levels of classes: acceleration class, international class and regular class.

The researcher observed the teachers to find out their techniques regarding the practice of teaching and learning reading. In order to clarify the data gained from the observation, the researcher conducted interviews with the teachers with the purpose of finding out their views related to the activity during the class sessions.

Furthermore, questionnaires were distributed to the students to find out the students' perception on the teacher's techniques in teaching reading. Finally, the researcher conducted interviews with selected students to get their specific perceptions toward the techniques used by the teacher in the reading class.

3.3 Research Participants

In relation to the focus of this study, there are three English teachers and 82 students who are chosen as the participants of this study.

The teachers are purposively chosen as they are teaching in three different levels of classes: acceleration, international and regular class. These teachers have been teaching English for more than 20 years so that they are considered as role models for another English teacher. Further, they have attended several seminars, workshop and training especially in relation to the development and improvement of the school's status as an International Standard School, and have a TOEIC

score of above 700. It is expected that they can give valuable contribution toward the research.

Meanwhile, the three classes are selected as the representation of acceleration, international and regular class. The three classes comprises one acceleration class (class X-1) which consists of 22 students, one international class (class X-2) with the number of students is 30, and one regular class (class X-6) comprises 30 students.

The criteria for the students to enter an acceleration class are as follows: a minimum IQ score of 125, a minimum TOEIC score of 450 and an average score of 80 for Mathematics, Physics, Chemistry and Biology. For an international class, there are 4 classes belonging to this level and English is taught eight teaching periods a week and all other subjects are taught using English language. The criteria to enter an international class are as follows: a minimum IQ score of 120, a minimum TOEIC score of 450, a minimum English score of 80, and a minimum score of 70 for Physics, Chemistry and Biology. And for a regular class, there are six classes belonging to this level. The criteria to enter regular class are: a minimum IQ score of 105, a minimum TOEIC score of 400, and an average score of 70 for the entrance test and national examination. The minimum score for IQ, TOEIC, Mathematics & Science, Entrance Test, and National Examination result are based on the quota needed by the school.

3.4 Research Design and Method

Quantitative and qualitative methods were used to analyze the data. The researcher adopted a qualitative research design from Maxwell (1996). In this study, she investigated the teachers' techniques in teaching of reading in relation to the techniques for teaching reading. She described the phenomenon that she investigated descriptively and factually.

The research method employed in this study is a descriptive method with a descriptive analysis. Suparmoko (cited in Muliardi 2000:27) states "a descriptive analysis is an analysis of all data of an object to get a correct description of the object". This method is intended to elaborate and understand the nature of individual or a group of individuals including attitudes, opinions, feelings and behavior (www.nop.co.uk/techniques/tech_inter_qual_faq (1). shtml). The data gained from the investigation should be as factual as possible (Merriam, 1998; Moleong, 2002). Further, it will be described and analyzed in the frame of the theoretical literature used in this study. This study especially employed a case study since it is an intensive description of teachers' techniques in teaching reading.

Meanwhile, the quantitative method was used to analyze the data gathered from closed-questionnaire. The type of the questions available in the closed-questionnaire was constructed based the Likert scale.

3.5 Data Collection Process

The process of collecting the data are done through observing the teachers in the classroom, conducting interview with the teachers, distributing questionnaires to the students and interviewing selected students.

The researcher observed the teachers to investigate their techniques regarding the practice of teaching and learning reading. In order to clarify the data gained from the observation, the interviews were conducted with the teachers for the purpose of finding out their views related to the activity during the class session (see Appendix 5). Further, questionnaires were distributed to the students to find out their perception on the teacher's techniques in teaching reading (see Appendix 4). Finally, the writer conducted interview to selected students to get their specific perceptions toward the techniques used by the teachers in the reading class (see Appendix 6).

3.6 Data Collection Techniques

The data of this research were collected through observations, questionnaires, and interviews. Those instruments are expected to meet researcher's need in gathering the data that is relevant to the present study.

The researcher combined quantitative and qualitative methods in analyzing the data. The quantitative method was used in analyzing the data gathered from closed-questionnaires whereas a qualitative method was used to analyze the data from interviews, observations and open-ended questionnaires.

The frequency of students who answer closed-questionnaires is calculated in a percentage form using the formula:

$$P = \frac{f_o}{N} \times 100\%$$

which P = percentage of each statement;

f_o = frequency of answers;

N = number of respondents.

The procedures of data analysis are: (1) analyzing the data in accordance with the method of research, (2) displaying the data, (3) interpreting data analyzed, and (4) making conclusions and recommendations of the research.

3.6.1 Observations

Observation was conducted to find out the teachers' activities in the classroom. The researcher was present in the class as non-participant observer. She recorded the existing conditions of the class using a video-camera. The researcher also used field notes in collecting data. The advantage of applying observation is that an existing class situation can be recorded as it occurs naturally (Borg and Gall: 1979). In addition, Creswell (1994) states that observation enables a researcher to get a first-hand experience with informant and to notice unusual aspects of the observed situation.

The observation was conducted in September-December 2008 and January 2009 for 10 meetings. The visit of observation was adjusted to the teachers' teaching schedule in teaching reading in the class. The observed classes are three classes comprises of one class of acceleration class (Class X-1) which consists of

22 students, one class of international class (Class X-2) with the number of students is 30, and one class of regular class (Class X-6) comprises 30 students.

3.6.2 Questionnaires

Questionnaires were distributed to the teachers to find out their goals, techniques and problems in teaching reading and also distributed to the students to find out their perceptions on reading activities. The types of question provided in the questionnaire are open and closed questions.

For the teachers, open questions comprise 5 questions related to goals, techniques and problems in teaching reading. For students, open question comprises 5 questions regarding the students' perceptions on the activities in the three reading phase: pre-, whilst-, and post-reading activity and closed question consists of 15 questions with four responses categories (never, seldom, often and always). The 15 questions consist of 3 questions related to pre-reading activity, 8 questions related to whilst-reading activity, and 4 questions related to post-reading activity (see Appendix 3). This type of questions was constructed based on Likert scale. Basically, the scale ranges from 1 to 5. In this research, uncertain category is eliminated to avoid neutral opinion. The score of each response is showed in the following table:

Table 3.1
Score of Each Response in Closed Questionnaire

RESPONSE	SCORE
Always	4
Often	3
Seldom	2
Never	1

3.6.3 Interviews

Interview was chosen since it is intended to obtain data regarding to the process of teaching and learning reading from the teacher. According to Borg and Gall (1979), interview can be used to dig up information and it enables the researcher to get more data with greater clarity. Therefore, to gain the information from all respondents in relation to research questions, the interviews were held. All the respondents' answers were firstly recorded and then transcribed. The interviews were conducted with eight respondents: three English teachers and six students of grade X. The six students comprise two students from an acceleration class, two students from an international class and two students from regular class (see Appendix 5 & 6).

3.7 Data Analysis Framework

3.7.1 Observation Data

Data from observation was used to get factual phenomenon of the teachers' activities in the classroom. The data from observation result were analyzed based on the teachers' techniques in teaching reading in relation to the techniques for teaching reading framed by the theoretical literature used in this study. The researcher presents in the class as non-participant observer and she described the phenomenon that she investigated descriptively and factually.

3.7.2 Questionnaire Data

Data from questionnaire are in the form of respondents' answers, which is written on the questionnaire sheet. The types of question provided in the questionnaire are open and closed questions. The data from open question were analyzed to find the answers for the research questions about the students' perceptions on the activities, exercises and instructional media in reading class and the teachers' goals, techniques and problems in teaching reading. Meanwhile, the data from close questionnaire were analyzed to find the answers regarding the students' perceptions toward the activities in the reading class.

3.7.3 Interview Data

The data from the interviews were in the form of recording. The researcher recorded and then transcribed all the respondents' answers. The data from the interview were also used to gain information related to the research questions about problems that the teachers encountered in the teaching of reading, and about the students' perceptions on the teachers' techniques in teaching reading. The interviews were also used to check the validity of the data taken from the questionnaires.

3.8 Validity Issues

The researcher implemented two techniques namely triangulation and member checks to establish the trustworthiness. Describing the data as clearly as

possible was also done to check the validity of the data. The techniques of triangulation and member checking are described as follows:

3.8.1 Triangulation

Triangulation refers to the use of various methods in collecting data needed for the research (Alwasilah, 2002). By applying triangulation, the researcher takes some benefits. First, the risk of making research conclusion that is limited to certain method and data source will be reduced. Second, the validity of the research conclusion will be increased. Therefore, the researcher triangulated the data by collecting information from three data resources (i.e. observation, interview, and questionnaire) and from two different parties (i.e teachers and students).

3.8.2 Member Check

Member check was carried out to verify data taken from the interview and observation. Respondents were asked to review interview transcripts. According to Alwasilah (2002), the advantages of applying member check are: to avoid researcher's misinterpretation toward respondents' answer in the interview and respondents' behavior in observation, to confirm respondents' perspectives toward the ongoing process. Therefore, member checking was done by asking the respondents who had been interviewed to check the transcripts of the interview.

3.9 Closing Remarks

This chapter has discusses the method and design that the researcher applied in conduction the study. The research site, research participants, data collection process, data collection techniques, and data analysis framework have been described clearly. The data presentation and data analysis are presented in chapter IV.

