

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

This research was done using qualitative research. According to Bogdan and Biklen (as cited in Fraenkel & Wallen, 2008, pp. 422-423), there are five general characteristics that usually found in qualitative research:

1. The natural setting is the direct source of data, and the researcher is the key instrument in qualitative research.
2. Qualitative data are collected in the form of words or pictures rather than numbers.
3. Qualitative researchers are concerned with process as well as product.
4. Qualitative researchers tend to analyze their data inductively.
5. How people make sense out of their life is a major concern to qualitative researchers.

From those characteristics above can be describe that qualitative research is a research which data and the result is in the form of descriptive, written about people, behavior or event. Therefore, this research was conduct during the teaching and learning process and the data that was gathered was written about people and their behavior.

Qualitative research has been divided into six approaches, which are action research, case study, narrative, grounded theory, phenomenology, and ethnography. The researcher did the narrative approach for this research. “Narrative research is the study of how different humans experience the world

around them, and it involves a methodology that allows people to tell the stories of their ‘storied lives’” (Gay, Mills, & Airasian, 2012, p. 400). Narrative was chosen because the researcher aims to know some strategies that the teacher used to teach reading comprehension, based on the homeroom teacher (as an individual) experience.

### 3.2 Subject, Place and Time of the Research

The subject of the research was the homeroom teacher of one of the third grade classroom. In this research, the subject will be referred as “the teacher”. The teacher was originally from America and he used to be part of U. S. Air Force. He has already enjoyed teaching since he was in the U.S. Air Force. He also taught in the military and enjoyed giving his knowledge to others to help them reach their dreams in life. A few years after retiring from the U.S. Air Force, prayerfully decided that he wanted to teach. He wanted to return to the military but also wanting to do so with elementary grade children. He then applied to attend one of the universities in Florida majoring in education and graduated with a 3.76 GPA.

The teacher continued learning while teaching, developing the skills from the university but also from the teacher’s editions (TE) books and the classes offered from his school district. During his time in America, he shared that he become more knowledgeable about how use text as a teaching tool, coaching the various comprehension strategies and skills. He also shared that it was amazing how the children gained in their reading levels when comprehension is taught in a focused and planned way. He also continues to use these strategies today to teach his students here in Indonesia to become better readers.

The researcher chooses the teacher to become the subject of this research because as the researcher explored of different phenomenon in the school that the researcher can use as a topic for the research, the researcher first, found the teacher has a unique way to teach his students reading comprehension. The researcher has a weekly reading program that really focus in developing students' reading comprehension. The researcher found that what the teacher did is pretty detail and interesting. Second, the researcher saw the passion of the teacher in teaching reading comprehension. After some discussion with the teacher and the field supervisor, the researcher decided to have the teacher as the subject of this research.

The research was conduct during the internship time that the researcher has, which is on August 1<sup>st</sup> - November 3<sup>rd</sup>, 2016. The research was conducted in one of the primary school at South Jakarta. Although the research was conduct in about three months, but the researcher intensively collecting the data in the last two weeks of the internship time, October 24<sup>th</sup>-November 3<sup>rd</sup>, 2016.

### 3.3 Research Procedures

According to Gay, Mills, & Airasian (2012, p. 400), there are seven steps in doing narrative research, which the researcher also uses in this research:

1. Identify the purpose of the research study, and identify a phenomenon to explore. In the first month of internship, the researcher focused on observing the class which the researcher did the research. The researcher found that there are couples of things that interesting for the researcher; one of them is how the teacher teaches about reading

comprehension to the students. The researcher started to read some books and journal, have some discussion with the teacher and the field experience supervisor about the plan and the purpose of the research.

2. Identify an individual who can help you learn about the phenomenon.

The researcher then decided that the homeroom teacher would be the individual who will help the researcher to learn more about the phenomenon. In this case is how the teacher teaches reading comprehension skills to the students.

3. Develop initial narrative research questions. The researcher had some discussion both with field experience supervisor, and with homeroom teacher in formulating the narrative research questions.

4. Consider the researcher's role and obtain necessary permission. In doing this research, the researcher have permission from the school to do the research in one of the classroom in this primary school (see appendix B-1). The next thing that the researcher did is to communicate the research plan to the field experience supervisor and obtain permission from the campus.

5. Negotiate entry to the research setting in terms of a shared narrative with the research participant. Narrative research necessitates a relationship between the researcher and the participant more akin to a close friendship, where trust is a critical attribute. In the second month of internship, the researcher was focusing in getting the permission from both school and the campus. In those times, the researcher also

continued to build a good relationship and trust with the homeroom teacher, which the researcher already did since the first month.

6. Establish a relationship between researcher and participant that is mutually constructed and characterized by an equality of voice. In doing this research, the researcher tried to always communicate to the homeroom teacher, as the participant of this research, any plan about the research. The researcher also opened for the homeroom teacher to give opinion about anything related to the research.
7. Collaborate with the research participant to construct the narrative and validate the accuracy of the story.

### 3.4 Data Collection Technique

In order to collect the data for this research, the researcher was used interview, observation, and checklist. The three instruments are having five focuses that has been broken down into several sub-focuses.

#### 3.4.1 Checklist

Based on Taylor, Sinha and Goshal, (2008, p. 105) there are two types of checklist. First is static checklist, which involves recording of data such as sex, age, qualification, job function and characteristics of the environment. The second type of checklist is action checklist. Action checklists are concerned with the recording of behavior. The researcher simply needs to tally whether or not particular behavior took place.

In this research, the type of checklist that the researcher use is action checklist. The reason of the researcher choosing this checklist is because there is

only one person as a subject in this research, so that the researcher does not need to record data such as sex, age, qualification, and job function. Another reason is because the researcher specifically wants to record the teacher's behavior in teaching reading comprehension. This checklist was done by the teacher every time he finished with his English lesson which the researcher observed. The researcher provides this checklist for the teacher. It aimed to help the teacher reflects on the strategies that he has been used to teach reading comprehension that day.

#### 3.4.2 Observation

Observation is a basic tenet of the scientific method (Grigsby, 2010, p. 425). According to Fraenkel and Wallen (2008, pp. 440-443) there are four different roles that a researcher can take in the process of observation.

1. Participant Observation: This type of observation requires researchers to actually participates in the setting they are observing.
2. Nonparticipant Observation: Different with participant observation, in nonparticipant observation researchers do not directly involve in the situation they are observing but rather sit on the sidelines and watch.
3. Naturalistic Observation: Similar with nonparticipant observation, in this type of observation researchers watch on the side and record what happens. The difference is that in this observation more focus to observe individuals in their natural settings.

In this research, the researcher did nonparticipant observation. The researcher decided to only focus in observing and not involve in the teaching and learning process.

### 3.4.3 Interview

Interview is another instrument that people usually use in qualitative research along with observation. Observation and interview are often used together in a research because interviewing is an important way for a researcher to check the accuracy of the data he or she has recorded through observing (Fraenkel & Wallen, 2008).

There are different types of interview. Keith Punch (2009) in his book discuss the types of interview in two groups.

1. Structured interview

In structured interviews, the respondent is asked a series of pre-established questions, with pre-set response categorize. There is only little room for variation in response, though open-ended questions may sometimes use.

2. Unstructured interview

Unstructured interview is the non-standardized, open ended, in depth interview, sometimes called the ethnographic interview. Unlike the structured interview, this type of interview give a really wide space for the participants to responds as well as the researcher to gather deeper answer.

There are also different types of questions in the interview. The most common questions are used in the interview are the closed-ended and open-ended questions. Close ended refers to questions that only require a short or limited response, often a yes or no answer. It is appropriate for dealing with fixed aspects of job. In contrast with closed-ended response, open-ended response requires detailed response and is appropriate for determining abilities and motivation (Lussier, 2009, p. 240).

The interview that has been done in this research was a structured interview. Structured interview was done based on the observation and the literature review that the researcher has done, before the researcher decide a set of questions in order to collect the data. Although it was a structured interview, the researcher used an open-ended question for the interview to get some details that the teacher needed.

### 3.5 Research Instruments

There are three types of instruments used in this research; observation sheet, interview sheet, and checklist sheet. The focus of all the three instruments is to gather the data on what strategies the teacher uses in teaching reading comprehension, and its implementation in the classroom. All of the instruments have been through validation process. According to Fraenkel and Wallen (2008, p. 147), "Validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes." Looking at the importance of a validation process, the researcher also did some validation of the instruments that were used in this research, before the researcher used them in the classroom.



### 3.5.1 Checklist Sheet

The researcher first formulated in total sixteen statements from five focuses. The checklist questions had been validated by the Field Experience Supervisor and one lecturer from Primary Education Department - Teachers College, UPH (see appendix C-1). The purpose of this checklist is help the teacher to reflect on what he has done in teaching reading comprehension, and for the researcher to know some strategies that the teacher use in teaching reading comprehension.

### 3.5.2 Observation Sheet

Before the researcher start to observe, the researcher communicate first to the homeroom teacher that the researcher will do observation. The observations were done for four times in two weeks, in one of the third grade classroom during the English session. As the researcher observed the homeroom teacher, the researcher sat at the back of the class and recorded the teaching and learning process by answering some questions that were already listed before. There were eleven questions that were listed in the observation sheet based on five focuses, and they had been validated by two experts; the Field Experience Supervisor and one lecturer from Primary Education Department - Teachers College, UPH (see appendix C-2).

### 3.5.3 Interview Sheet

The interview was done that way because this interview was used to interview the homeroom teacher to know some strategies that the homeroom

teacher used to teach reading comprehension, and its implementations. The interview sheet contained with eleven questions, from five focuses, and had been validated by two experts; the Field Experience Supervisor and one lecturer from Primary Education Department - Teachers College, UPH. The questions which were used in the interview, were basically the same questions that the researcher use in the observation sheet (see appendix C-3).

### 3.6 Data Analysis Technique

Analyzing qualitative data usually involves the analysis of various types of interpretative data. “Analyzing qualitative data is the activity of making sense of, interpreting, or theorizing data (Schwandt, as cited in Tashakkori & Teddlie, 2010, p. 404).” According to Miles and Huberman (1994, pp. 10-11) there are three steps of analyzing data in qualitative research: data reduction, data display, conclusion drawing and verification; which the researcher also uses in this researcher.

#### 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 transcription. As data collection proceeds, further episodes of data reduction occur; such as writing summaries, coding, teasing out themes, making clusters, making partitions, and writing memos. The data reduction continues after fieldwork, until a final report is completed. The processes of data reduction in this research were only selecting, simplifying and summarizing the data.

## 2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. Display that Milles and Huberman discussed in this book include many types of matrices, graphs, charts, and network. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusion or move on to the next step of analysis the display suggests may useful. In this research, the data was displayed in tables and in a short descriptions for each focus.

## 3. Conclusion Drawing and Verification

Starting from the data collection, the qualitative analyst begins to decide what things mean – is noting regularities, patterns, explanations, possible configurations, casual flows, and prepositions. Final conclusion may not appear until data collection is over, but they often have been prefigured from the beginning. Conclusions are also verified as the analyst proceeds. Verification may be as brief as fleeting or it may thorough and elaborate. The final conclusion in this research will be in the form of narrative text.

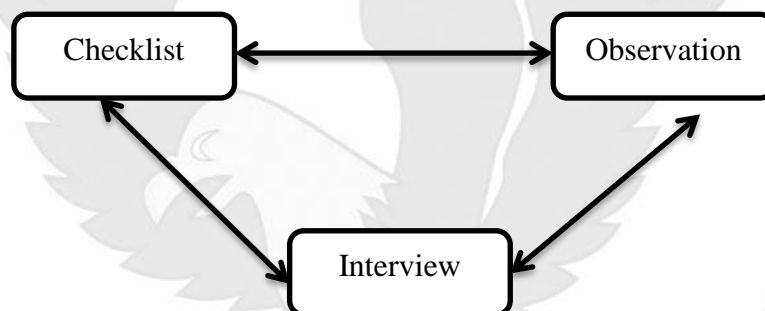
### 3.7 Data Triangulation

The data that the researcher has been collected was also analyzed by the triangulation technique. This technique was chosen to see the consistency of the data. Triangulation can be defined as a process of analysis that usually done through combines different kinds of data collection techniques and the source of

data that have been collected to check the data credibility (Sugiyono, 2014, p. 273).

According to Sugiyono (2014, p. 274), there are three types of triangulation, source triangulation, technique triangulation, and time triangulation. Source triangulation is to gather the data needed from three different sources/people. Technique triangulation refers to the different instruments that are used for collecting the data. Time triangulation refers to the different time in collecting the data.

In this research, the researcher used the triangulation techniques. The researcher used three types of data collection techniques, checklist, observation, and interview.



(Sugiyono, 2014, p. 273)

**Figure 3. 1 Data Triangulation**

The next step that the researcher did is analyzes the data with narrative analysis. “In narrative analysis, the researcher collects descriptions of events through interviews and observations and synthesizes them into narratives or stories” (Gay, Mills, & Airasian, 2012, p. 402). In this type of narrative, the story is the outcome of the research. Based on the data that the researcher collected, the researcher writes the narrative to explain the strategies that the teacher used to teach

students' reading comprehension and its implementation after it being analyzed based on the IES theory.

