CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study in order to conduct the study. It describes seven parts of research procedures, namely research method, setting and participant, data collection, data analysis, steps of the research, and research schedule.

3.1 Research Method

In this research, the researcher used a descriptive case study. Yin (2014) defined a case study as, "An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries and contexts are not clearly evident" (p. 16). Moreover, Yin (2018) defined a descriptive case study as a case study whose purpose is to describe a phenomenon in its real-world context. The use of case study methodology was chosen because it best facilitates constructing a detailed, in-depth understanding of what is to be studied. Case study research can engage with the complexity of real-life events (Stake, 1995). Moreover, the research used a descriptive case study because it describes the strategies that the teacher uses in dealing with students in the EFL reading classroom.

3.2 Research Focus

In this research, the researcher focused on the strategies that teachers use in teaching reading in the EFL classroom. It delineated how the strategies that teachers use when teaching reading comprehension practically in an Indonesian EFL class at the middle level student scale. The descriptions are taken from the results of the observations with an English teacher and students who were purposely chosen based on some characteristics.

3.3 Setting and Participants

The research was held in February 2023. The research involved a teacher in one of the Junior High School in Tasikmalaya, especially an English teacher. The teacher was selected in order to get more information and the

teacher has experience in teaching English reading. The teacher has been teaching for more than five years, besides that she also graduated from english education. She voluntarily agrees to be a participant in this research. Moreover, the chosen participants could give sufficient information to answer the research questions which is about what strategies do the English teacher in teaching reading.

This research involved one class students in 8th-grade in one of Junior High Schools in Tasikmalaya. They were chosen because they have experience in teaching and learning process that allow detailed exploration and understanding of the topic that the researcher wants to study as a goal.

The researcher has conducted a pilot study: pre-observation in that class, the researcher observed the reading learning process in that class and the results found that teaching reading in that class was less interesting, students tended to be quiet and inactive so the researcher conducted research to find out what strategies the teacher use in that class.

3.4 Data Collection

The method was observation. The observation used to observe the class. The researcher observed the class using an observation checklist to know what strategies the teachers used in class from opening to closing. In this case, the researcher analysed all the activity in the classroom during the teaching and learning process.

3.5 Data Analysis

The researcher used thematic analysis for analyzing the observation. Due to Braun and Clarke (2006), here are the steps in using thematic analysis for qualitative data:

1. Familiarizing the data

    In this step, the researcher familiarized the data by reading through the observation transcript several times.

2. Generating initial codes

In this step, the researcher systematically coded the interesting data aspects across the full data set and compiled data pertinent to each code. The researcher used color to differentiate each idea from the participants which became initial code.

Table 3.1

Generating Initial Codes from Observation

P: Paragraf 1 itu menerangkan apa ya?	Guru melakukan tanya jawab dari isi teks yang sudah dibaca
P: Jawab pertanyaannya, how many facility in SMPN 1 Sukaraja, fasilitasnya ada berapa?	Guru menanyakan hal-hal apa saja yang didapat dari teks
P: Jadi bagian dari descriptive text itu ada dua yaitu identification dan description. Bisa dipahami sampai situ?	Guru menanyakan apa yang belum/tidak dimengerti dari teks
P: Principals office. Pak Usep dimana ngantornya?	(jika ada siswa yang tidak mengerti) guru memberikan solusi/membantu kesulitan siswa
P: Oke kita lanjut, kita akan belajar tentang ini "Let's Describe Thing Around Us" Ayo kita belajar atau mendeskripsikan (*pake bahasa Indonesia ya*) apa yang di deskripsikan? "Things" benda atau lingkungan, kita akan mendeskripsikan lingkungan yang ada di sekitar kita *lah*, kan kemarin kita sudah	Guru menjelaskan tujuan kegiatan membaca

mendeskripsikan yang ada di dalam kelas sudah ya, di dalam rumah, apa lagi?

P: Oke, bukunya dimasukin ke tas. Berdoa didalam hati sebelum pulang. Tapi sebelum pulang harus menjawab pertanyaan, yang bisa boleh pulang. - How many classroom? (Sambil menunjuk 1 siswa) - Lanjut, condition of SMPN 1 Sukaraja? (Menunjuk salah satu siswa)	Guru mengecek pemahaman bacaan siswa
P: Guru menampilkan gambar di power point (gambar sekolah dan ruangan-ruangan sekolah) - Ok, nah sekarang yang ini. Nah gambar apa ini?	Guru menyediakan worksheet berupa bagan/gambar lustrasi (untuk melatih pemahaman bacaan siswa)
P: - Oke, where is the SMPN 1 Sukaraja? Dimana SMPN 1 Sukaraja? - Nomor 4 jawabannya apa? How many classroom? - What is the condition of SMPN 1 Sukaraja? - What is the description today?	Guru bertanya seputar teks bacaan kepada siswa (5W1H: *what,who, why,when,where,how*)
P: - Sampai situ paham? - Sampai sini ada yang ingin ditanyakan? - Apakah mau ditulis dulu atau lanjut?	Guru memberikan kesempatan kepada siswa untuk bertanya mengenai teks bacaan
P: Coba kalian lihat apa yang termasuk bagian dari Identification dari teks My School?	Guru dan siswa melakukan analisis teks bacaan secara bersama-

sama

3. Searching for themes

In this step, I grouped the codes which possibly has the same theme.

Table 3.2
List of Initial Codes and Their Frequency

No	Initial codes	Total
1	The teacher conducts questions and answers from the contents of the text that has been read	9
2	The teacher asks what things are obtained from the text	3
3	The teacher asks what has not/did not understand from the text	3
4	(if there are students who don't understand) the teacher provides solutions / helps students' difficulties	6
5	The teacher explains the purpose of the reading activity	2
6	The teacher checks students' reading comprehension	11
7	The teacher provides a worksheet in the form of a chart/illustration image (to train students' reading comprehension)	5
8	The teacher asks students about the reading text (5W1H: what, who, why, when, where, how)	13
9	The teacher gives the opportunity for students to	3

	ask questions about the reading text	
10	The teacher and students carry out an analysis of the reading text together	6

4. Reviewing themes

   This phase involved reviewing the themes to ensure whether the themes were appropriate or not. In addition, if the themes were not appropriate, I omitted or replaced the themes.

Table 3.3
Reviewing Themes

Sub themes	Themes
• The teacher conducts questions and answers from the contents of the text that has been read • The teacher asks what things are obtained from the text • The teacher asks what has not/did not understand from the text • (if there are students who don't understand) the teacher provides solutions/helps students' difficultiesGuru melakukan tanya jawab dari isi teks yang sudah dibaca	Implementation of monitoring comprehension strategies in reading during the class
• The teacher explains the purpose of the reading activity • The teacher checks students' reading comprehension Guru	Using metacognitive strategies to be a good reader

	menjelaskan tujuan kegiatan membaca	
	• The teacher provides worksheets in the form of charts/illustrations (to practice students' reading comprehension)	Use of graphic and semantic to examine students' comprehension in reading.
	• The teacher asks students about the reading text (5W1H: what, who, why, when, where, how) • The teacher provides opportunities for students to ask questions	Encourage students in reading comprehension by asking and answering questions.
	• The teacher and students carry out reading text analysis together	Students learn to identify the story from the text giving by teacher.

5. Defining and naming the themes

This phase, which re-focuses the analysis at the broader level of themes, rather than codes, involves sorting the different codes into potential themes, and collating all the relevant coded data extracts within the identified themes

6. Producing the report

In this phase, the writer reported the data in a way which can convince the reader of the merit and validity of the analysis.

3.6 Research Steps

Table 3.4

Steps of the research

Step	Description
1	Identify and describe the research issue
2	Examine current research and locate sources from journals or publications that are relevant to the research topic
3	Choose a topic for the research
4	Continue compiling a research proposal, starting with the study's background, literature review, and research methodology
5	Examine the research proposal in front of the supervisors and examiners
6	Collect the data using a semi-structured interview with participants
7	Transcribe the interview's outcome
8	Analyze the data using the thematic analysis of Braun and Clarke (2006)
9	Create a report on the thesis
10	Examine the thesis in front of the supervisors and examiners

3.7 Research Schedule

This research was conducted at one of the junior high school in Tasikmalaya, West Java, Indonesia. Meanwhile, the time of this research was conducted in the period from January 2022 to February 2023.

Table 3.5

Time of the research

Activities	Month											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Des
	2022											
Research Proposal Writing	██	██	██	██	██							
Research Proposal						██						

Examination	
Data Collection	
Data Analysis	
Telaah Komprehensif Examination	
Final Thesis Examination	