

CHAPTER III

RESEARCH PROCEDURE

A. Research Design

The design used in this research is descriptive case study. It is used because it is appropriate with the aim of this research. Descriptive case study discusses the phenomenon that rarely occurred in the classroom, in this case the challenges and advantages the students face during reading by cooperative learning in EFL classroom. According to Widodo (2013) "A descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon" (p.15). It investigates the challenges and advantages that the students face in reading by cooperative learning. The data were collected through semi-structured interview. Thus, this study showed the detail description on the challenges and advantages that the students underwent.

B. Participants

The participant of this study were students at the second grade of vocational high school. The study was conducted in one of vocational high school in Tasikmalaya, West Java. One group in the class was selected because their group was more active during discussion. The participant consisted of six females. Their age range 16 to 17 years old. They used Sundanese as first language, Indonesia as second language and English as a foreign language. They have been learning English since they was in kindergarten.

C. Data Collection Procedures

Interview was used as data collection to know the challenges and advantages during reading by cooperative learning (group discussion). Fraenkel and Wallen (2008) stated that “Interviewing (i.e., the careful asking of relevant questions) is an important way for a researcher to check the accuracy of to verify or refute- the impression he or she has gained through observation”. Six students from one of vocational high school participated in this research to obtain their view during group discussion. The researcher used semi structured interview to ease the participants to answer the question given and the researcher could explore more from their answer.

The interview occurred in one-on-one chat room to each student using SNS (WhatsApp). The researcher asks the students based on the question provided. After interviewing all of the participant, then it was transcribed and translated to English to ease the researcher in analyzing the data.

D. Techniques of Analyzing the Data

The data will be analyzed using thematic analysis. It is defined by Braun and Clarke (2006), “Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within the data” (p.60). There are 6 phases of thematic analysis

1. Familiarizing with the data

In this phase, the researcher needed to understand well the data and re-read became intimately familiar with the data. The data were six

transcription of interviewing the students. After re-read all the data, the transcription was all translated to English to ease the researcher in doing the next step of thematic analysis.

2. Generating initial codes

In this step, the writer started by coding the situation through highlighting in different colors and naming the kind of situation.

Figure 3.1 Generating initial codes

S1		
R/S	Data	Code
R	Do you like learning reading in a group?	
S1	Yes, I like it.	
R	What is the reason?	
S1	I usually do not really understand when reading for the first time, so I tend to ask my group mates, and I will know their opinion about the text that is being read.	Getting help from other members
R	Okey, next. Does learning reading in a group help you to understand the text?	
S1	It does help me.	
R	The reason is?	
S1	My group mates are faster in understanding text than me. If I was seen do not understand the text, they will immediately ask me "gotcha?". Then, they will explain it on their own way.	Getting help from other members
R	Hmm, then what is your opinion about reading learning in a group?	
S1	It really helps me when it was difficult for me to understand the material given because we could do sharing and discuss it with group mates. But, there is a minus, in the group there is always someone who does not share anything or keep silence during group discussion.	Benefit of reading in a group. Passive members
R	So your group mates really help you when you are difficult in	

3. Searching for themes

After the text highlighted with several colors, the researcher analyzed the data using list and found the theme.

Figure 3.2 Searching for themes

No.	Initial Codes	Potential Themes
1.	<ol style="list-style-type: none"> 1. Getting help from other members 2. Helping each other in understanding text 3. Benefit of reading in a group 4. A place for sharing opinion 5. Becoming a responsible student 6. Amusing thing 	Advantages of reading by cooperative learning: <ol style="list-style-type: none"> 1. Helping each group member to understand text: code 1, 2, 3 2. Becoming A responsible student: 5 3. Amusing things: 6
2.	<ol style="list-style-type: none"> 1. Passive members 2. Crowded situation 3. Distracted situation 4. Miscommunication 5. Difficult in reading English text 6. Unenthusiastic 7. Preferred reading individually 8. Becoming an irresponsible student 	Challenges of reading by cooperative learning: <ol style="list-style-type: none"> 1. Distracted situation: 2, 3, 7 2. Unenthusiastic situation: 1, 6, 8

4. Reviewing themes

The researcher reviewed the theme the researcher has found and began to define the nature of each individual theme and the relationship between the themes.

5. Defining and naming the themes

In this phase, the researcher began defining the theme found on the data and used those themes for analyzing data. After analyzing the data with those themes, the researcher started naming the themes conducts and wrote a detailed analysis of each theme.

Figure 3.3 Defining and naming the themes

No	Potential themes	Final themes
1	Advantages of reading by cooperative learning: a. Helping each group member to understand text b. Becoming A responsible student c. Amusing things	Advantages of reading by cooperative learning: 1. Shape students' Social Skills: 2. Increasing classroom atmosphere
2	Challenges of reading by cooperative learning: Distracted situation Unenthusiastic situation	Challenges of reading by cooperative learning: 1. Distracted classroom Situation 2. Unenthusiastic Classroom Situation 3. Different Learning Style

6. Producing the reports

The phase began when the researcher has done all worked – out theme including the final analysis and the researcher started to write the report.

