

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design, (2) operational definition, (3) participant of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

3.1 Research Design

This study included qualitative research with a case study design. This qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter and Jack, 2010, p.544). Furthermore, Creswell (2012) argued that one of major characteristics in qualitative research is exploring a problem and developing a detail understanding of central phenomenon. Moreover, Palmer and Bolderston (2006) stated that qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomena through the subjective experiences of the participants. Therefore, the qualitative research method utilized in this study was to find out problems and solutions in teaching reading at Vocational High School Karya Andalas Palembang.

3.2 Operational Definition

The title of this study is Teaching Reading at One Private Vocational High School in Palembang: Problems and Solution. In order to avoid the possibility of

misunderstanding about some terms in this research, the followings are short explanation of the terms used in this study.

Teaching Reading is the process of translating letter or symbols to signal a meaning in form from teacher to students so that the learning process occurs.

Problem is something difficult or a thing hard to do or understand in learning and teaching activities.

Solution is plan for a lesson to achieve the goals of learning activity to solve the problem.

3.3 Participant of the Study

The participant of this study based on criteria which I formulated in this study was taken from one of the two teachers of English at Vocational High School Karya Andalas Palembang by using purposeful sampling technique. Purposeful sampling is the process of selecting a sample that is believed to be representative of a given population (Gay, Mills & Airasian, 2012, p.141). In addition, Creswell (2012) also state that in purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. In short, purposeful sampling technique was chosen in this research.

At One Private Vocational High School in Palembang, there were two teacher of English's and I selected one of them by criterion sampling. In the case, I chose my participants based some categories I needed, such as: (1) the most experienced teacher (2) the teacher who taught reading materials more than other

teachers based on syllabus (3) toefl score was higher than another EFL teacher (4) the availability of teaching reading problems.

3.4 Data Collection

In collecting the data, there were two utilized instruments namely observation and interview.

3.4.1 Observation

Observation was a method of data collection which I came to the field to observe what was going on in the field. According to Ary, D (2010), observation is a basic method for obtaining data in qualitative. Abrar, Mukminin, Habibi, Asyraf, Makmur, and Marzulina, L (2018) states that note taking during these observations served to support the data from both the interview.

For the actualization of observation, the subject was a teacher of English at One Private Vocational High School in Palembang who I directly observed the classroom. I became a passive participant which means I did not get involved in the subject of classroom activities. Furthermore, the observation was used to find out the teacher of English's problems in teaching reading and to find out the teacher's solution to cope with the problems in teaching reading in this research. Afterwards, the observation checklist with its statements and fieldnotes was used to find out more information about problems and solutions in teaching reading at One Private Vocational High School in Palembang during its process. The source of the observational checklist in the research was adapted from Seyabi (2015).

3.4.2 Interview

In order to confirm the data I obtained from the observation, a face to face interview was also involved in this study. It was data collection method about dialogue between interviewee and interviewer to talk about the content of observation. As supported by Creswell (2012), the researcher conducts the interview by doing face-to-face interaction that related to open-ended questions. Ary, D (2010) states that interview may provide information that cannot be obtained through observation, it can be used to verify observation. In line with this case, a teacher who taught English in the classroom was selected to be interviewed related to problems and solutions in teaching reading at One Private Vocational High School in Palembang through some related questions. The source of the interview used in this study was adapted from Seyabi (2015).

3.5 Data Analysis

In analyzing data, I applied thematic analysis to analyze the data following steps from Creswell (2012). First, I collected the detailed data from observation (e.g., observation checklist and fieldnotes) and interview (e.g., transcriptions or typed notes). The second, I put the data into computer files and filed folder after transcribing the raw data into text. The third, I started to code all the data. Then, In this process, I read all the transcriptions and started to code the data them related to research questions. The last, I made an interpretation in qualitative research about the findings and results.

3.5.1. Analyzing teacher's problem in teaching reading

In analyzing teacher's problems in teaching reading, observation checklist was used. In observation checklist, I made points regarding teacher's problems in teaching reading from recorder. To answer the first research question related to teacher's problems in teaching reading. I classified the kinds of teacher's problems in teaching reading. Next, the data were transcribed into written form. Last, I made the interpretation into description form related to this research question.

3.5.2. Analyzing teacher's solution in teaching reading

In analyzing teacher problem in teaching reading, thematic analysis was used. First, I organized and prepared the data analysis. This involved the data of interview by using audio recording. Second, I read or looked at the data. In this step, I transcribed the interview by using audio recording. Third, I began detailed analyzing with coding process. The process of coding involved identifying text segments, placing a bracket around them, and assigning a code word or phrase that accurately describe about the meaning of text segment. Coding process was resulted from the interview data. Fourth, I used coding process to generate a description about the setting as well as a theme for analysis. I described detailed information from the phenomenon based on the interview result and generated codes for this description. Fifth, I advanced the description and themes represented in qualitative narrative to convey the findings of analysis. I mentioned the phenomenon or chronology event and conveyed the description of information

about each participant. Finally, a final step of data analysis, I made the interpretation of findings the data or meaning the data. I described a review of the major findings and how the research questions are answered. I compared or contrasted the personal view with the literature, gave the limitations of the study and gave the suggestions for future research.

3.6 Establishment of Trustworthiness

In the process of collecting and analyzing data, the accuracy of findings and interpretation had to be ensured. Validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation (Creswell, 2012,p.256). In order to analyze the data, the researcher used triangulation as a technique to check the validity of the data. Triangulation is often used to describe research where two or more methods are used, known as mixed methods (Heale and Forbes, 2013, p.98). Triangulation is the means by which an alternate perspective is used to validate, challenge or extend existing findings (Turner and Turner, 2019, p.1). Then, there are six steps of techniques such as, investigator triangulation, combined level triangulation, methodological triangulation, theoretical triangulation, time triangulation, and space triangulation. (Cohen, Manion, Morrison, 2007, p.141). In this study, I used methodological triangulation technique. Methodological triangulation is a technique that uses different method on the same object study (Cohen, Manion, Morrison, 2007, p.142). In short, the data from observation were confirmed by interview data. Finally, those data were combined to collaborate each other.