

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Design of the research is descriptive qualitative design. Qualitative research is an umbrella term often used interchangeably with naturalistic inquiry, interpretivist research, or constructivist research. According to (Marshall C) qualitative designs are characterized as “emergent”, when studying a phenomenon about which little is known, qualitative design must be flexible and modifiable as new understandings emerge. In which the researcher would like to describe the strategies of teaching reading that are used by the teachers to the second year student at SMPN 27 Pekanbaru. This research has only one variable, it is strategies of teaching reading that are used by the teachers.

3.2 Source of Data

3.2.1 Participants

The population of the research is the entire English teachers at SMPN 27 Pekanbaru. There are four English teachers at the school. At the second year level there are three English teachers.

The total sample of the research is only at the second year level that English teacher lesson on the second year students at SMPN 27 Pekanbaru.

Table 3.1. Participant

Class	Name of teachers
VIII 1 and VIII 2	Hidayati, S.pd.
VIII 3	Afpriani Kusnadi, S.pd.

3.2.2 Instrument of Study

The instrument is the tool used to collect the data from the respondents of the research, in this research, the researcher uses two kinds of instruments to get the data from English teachers at SMPN 27 Pekanbaru; they are as in the following:

3.2.2.1 Classroom Observation

The observation in this research will be done deliberately, systematically and related to social and physical phenomena. By doing observation, the researcher can see all the teachers strategy in teaching reading in the classroom.

According to Nunan (1992; 94) in (Nofika Devi: 53) the classroom observation there is a simulation recall. It is technique in which the researcher records and transcribes parts of a lesson and then gets the teacher to comment on what was happening at the time that teaching and learning took place.

Table 3.2. The Blue Print of Indicator of Study

Indicators	Sub Indicators
1. Word Analysis	a) Sight Word Recognition b) Spelling c) Oral reading

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Indicators	Sub Indicators
2. SQ3R Technique	<ul style="list-style-type: none"> a) Survey b) Question c) Recite d) Read e) Review
3. Collaborative Technique Reading	<ul style="list-style-type: none"> a) Grouped b) Provide c) Asked
4. Repeated Reading	<ul style="list-style-type: none"> a) Identify Words b) Memorize Words c) Repeated Words
5. K-W-L Chart	<ul style="list-style-type: none"> a) What we know b) What we want to find out c) What we learned
6. TELLS Strategy	<ul style="list-style-type: none"> a) Tittle b) Examine. c) Look d) Look e)Setting
7. ART	<ul style="list-style-type: none"> a) Ask b)Read c) Tell.
8. PLAN	<ul style="list-style-type: none"> a) Predict, b) Locate. c) Add. d) Note

Table 3.3 The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
1. Word Analysis				
a) Sight Word Recognition	Words they must recognize by sight			
b) Spelling	Identified the sounds and isolated the vowel sound in the word.			
c) Oral Reading	Read more than one word in a breath by scooping a series of words together with a pencil.			
2. SQ3R Technique				
a) Survey	Spend a few minutes surveying the reading to get a background knowledge and an initial orientation.			
b) Question	Look at the first heading in the chapter. Turn it into a questions. Ask questions to be answered in the reading.			
c) Recite	Once have read an initial section, look away and try to recite the answer to the question, using own words and examples			

Table 3.3 The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
d) Read	Read the first section of the reading assignment to answer the question.			
	Test your memory by asking yourself the questions that you have identified.			
3. Collaborative Technique Reading				
a) Grouped	Grouped according to varying reading levels.			
b) Provide	Provided a set of guidelines for writing their logs (planned activities for logs might include impromptu writing; note taking; or diagram drawing)			
c) Asked	Asked to write what they already know about the topic. As students read, they should record information learned or questions about the text. Recordings may be written in a notebook, handout, or class-made journals. Students then enter their reaction after reading a text. Teachers should monitor entries, respond to questions, and clarify confusions.			

Table 3.3 The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
4. Repeated Reading				
a) Identify words	The tutor wrote down the missed words on the paper for review after the first reading.			
b) Memorize Words	The missed words were gone over in various random orders until the teacher felt the students had memorized the words.			
c) Repeated Words	The students read the passage a second time, with the process being repeated and the teacher noting missed words for a second time. After going over the missed list the second time, the teacher asked five comprehension questions that she/he had written during the three repeated readings.			
5. K-W-L Chart				
a) What we know	What you know about the topic before reading.			
b) What we want to find out	List a series of questions of what you want to know more of the subject, based upon what you listed in know.			

Table 3.3 The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
c) What we learned	Answer your questions, as well as to list what new information you have learned			
6. TELLS Strategy				
a) Tittle	Students are taught to look at the title of the selection and generate clues or guess what the material is going to be about.			
b) Examine.	Students skim the passage and look for clues about the content.			
c) Look	Students are supposed to <i>look</i> for important words that may be repeated often. This step is important because it may activate a student's prior knowledge.			
d) Look	When students <i>look</i> again, they are looking for words that they do not know the meaning of and are supposed to write these words down, and then find their meaning. This is because if a student does not know the meaning of the words, it will be extremely difficult for them to understand the content.			

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Teachers' Strategies	Item	Yes	No	Note
e) Setting	Students are to read the passage again and look for information related to setting.			
7. ART a) Ask	Students are taught to read the selection's title and ask themselves questions about the title			
b) Read	Students actually read the selection and stop at the end of each paragraph. At the end they are to ask themselves if what they are reading makes sense before continuing on. During this step they are to also underline any unknown words to look up or figure out their meanings from context clues.			
c) Tell.	When students are finished reading, they are to tell themselves what they read. Some teachers have the students write down a summmary, tell a partner, or tell the teacher themselves what they have read. At this time, students can also go back and answer the questions that they had asked themselves during the ask step.			

Table 3.3 The Blue Print of Classroom Observation Sheet

Teachers' Strategies	Item	Yes	No	Note
8. PLAN				
a) Predict,	Students make predictions about the text based on the title, heading, subtitles, and graphics.			
b) Locate.	Students are required to locate the information requested on the concept map as well as identify the information already given to them on the map.			
c) Add.	During this step, students must add additional information to the map that is not already on it.			
d) Note	In which students have to make additional notes on their map and identify whether or not their original predictions were correct.			

3.2.2.2 Interview

Interview will be used to get information from sample of the research in relation to statements of the indicators of the research, which could not be obtained through observatory activities in the classroom at the time of learning and teaching process carried out by each English teacher.

To get reliable information from each English teacher upon the teachers' strategy in teaching reading. The researcher interviews each of them if some statements of the indicators are not see or find by the researcher during learning

and teaching reading process in the classroom. The interviews is intent to back up data, which are obtained through observation.

So, all statements in the indicators of the research are covered through the observation and interview activities, which are conduct at any convenient time according to English teacher of the first year students of SMPN 27 Pekanbaru.

3.3 Data Colletion Technique

To collect the data from sample of the research, the researcher follows the following procedures :

3.3.1 The procedure of Interview

After having conducted observatory activities, the researcher follows the procedures of interview as in the following :

1. The researcher looks for the convenient timefor each english teacher to have an interview.
2. After getting a confirmation about the confenient time, the researcher comes to have an interview with each english teacher concerning the indicators of the research.
3. The researcher takes notes down as each english teacher gives comments upon each indicator being asked to each of them.
4. The researcher correlates between the results of observation and the result of interview for data of the research.

3.3.2 The Procedures of Classroom Observation

The researcher carries observation through the following procedures, they are :

1. The researcher went to the SMPN 27 Pekanbaru to met the head master, after getting confirmation and approval from both the head master and the English teacher to collecting data.
2. After that, the researcher will go to the class and asks permission to the teacher who teach reading subject
3. And then, when teacher teaching their students, the researcher will see teaching learning process and the writer fill the paper observation to check what are the teacher strategies in teaching reading to students in the classroom.

3.4 Data Analysis Technique

The researcher found qualitative data from classroom observation and interview from the respondent [three English teachers at SMP Negeri 27 Pekanbaru]. And then, the researcher used this classroom observation and interview to describe, explain the data. The data used the sentences and it did not form numbers. The researcher organized the data in the structure that should be understand and understood easily.