CHAPTER III

METHODOLOGY

A series of procedures for conducting research discussed in this chapter. They were dealing with research design, setting and context, participants, data collection, and data analysis of the study.

3.1 Research Design

This study employed a qualitative approach, which was functional for finding insights into definite meanings (Grundmeyer, 2012) and behaviours based on the subjective experience of participants (Bolderston & Palmel, 2006) and apprehending the qualities or the essential nature of a phenomenon in a specific context (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005). A study state that this approach is applied to describe attitudes, beliefs, perceptions, and thoughts of individuals and groups (Muna, 2019). By utilizing a case study as a research design (Creswell, 2009), this research inquired in-depth into the phenomenon of students' perceptions of summarizing strategy in L2 reading.

3.2 Setting and Context

This research was in a reading class, English education department at one of the universities in Southeast Sulawesi. In the context of this study, the reading class was one of the courses in the fourth semester where students applied summarizing as a reading strategy in the second language learning process. The

activity was implemented in one semester of the 2019 academic year. It was employed by students to accomplish their weekly assignments.

A template called "Reading Log" was a student's obligation to fulfil every week. In this template, they need to write a summary after reading English article or journal. In this summary writing, participants identified the main and supporting ideas, and then elaborated on them using their own words by referring to the concept of the contents of the journal or article. The word and paragraph count in their summary were not limited. It meant that students were free to produce summaries according to their needs in English. The image below was an example of a template containing the weekly assignment of one of the students in implementing the summarizing strategy in reading class.
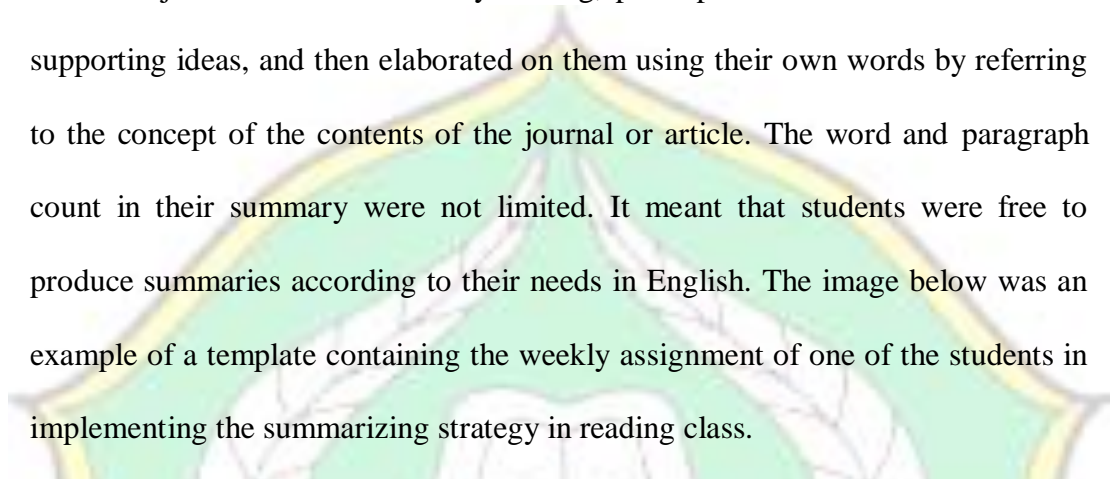
`Reading Log

Title	: Integrating Reading and Writing Instruction	Author/s	: Karen R. Harris and Steve Graham
Source	: Academic Writing	Page #	: 37 - 38
Date Read	: April 27, 2019	Article's Worth	: Really like/ like/ dislike/ really dislike the article

Summary of Article's Main Ideas	Reading and writing are academic activity that are supported each other to increase students' understanding of a text. Both can be connected by writing as a tool that can be used to think critically about the text that students have read. According to Graham and Hebert (2011), norm-referenced and researcher-designed measures enhance when they wrote a text can enhance students' comprehension of text that they read. There are several examples of writing activity that can enhance students' understanding of text. First, create and answer written questions about text. These make students' attention is focused on major information of the text and they can remember it well. The written answers are available for review, re-evaluation, and reconstruction. So students are easier when they want to tell the information. Second, write notes about text read. In this case, students need to filter relevant idea by finding key words of the text. Then, they connect one idea to another while blend new information with their own knowledge. Third, summarize in writing material read. It is that how students put ideas in the text that are related one to another into their own words. This activity makes student have to find more the essence of the material read so that their ideas can be a text. In addition to three previous examples, writing an essay is also instance of activity that can enhance students' understanding of text in better way. When they write an essay, it is mean that they write about text in more extended ways involving analysis interpretation or personalization. Students must read many references first before they write the essay. It makes them to be easier in writing well. When they read references or texts, they have to think in critical ways about the material read; (1) how students to defend or refute a particular point of view presented in text, (2) stay focused on major idea or headline of the text, (3) consider the information obtained from the text to greater knowledge, (4) thinking more carefully about the material read as well as considering how it is relevant. For being able to write essay well, students must also incorporate their background knowledge or personal experience as well as their critical thinking with the reading text into the essay writing.

Figure 3.1 "Reading Log" as a student template in implementing summarizing strategy for L2 reading weekly assignment

3.3 Participant of the Study

Five students of English Education in the fourth semester recruited as participants in this study. Dornyei (2007) argued that research needed to select participants who had a similar experience with its focus. Moreover, the researcher engaged the students who already have experience in implementing summarizing as one of the learning activities in L2 reading, so this was suitable for the needs of the research focus.

In addition, these participants recruited based on lecture recommendations during the implementing process of the summarizing strategy in reading class. This recommendation referred to students who had L2 reading skills at an advanced level. They had earned category A grades in reading courses in the fourth semester. The results of their good and correct summary writing were also a consideration for lecturers in recommending them as participants in this study. Thus, through these considerations, the researcher had decided on the purposive sampling method to select participants, which was applied by establishing specific considerations on the research sample. The following was a table showing the profiles of research participants using pseudonyms and abbreviation 'S' (student).

Table 3.1 Profile of participants based on lecture recommendation

No.	Names' Participant (Pseudonyms & Abbreviation)	Gender	Age (Year)	Semester	Grade in L2 Reading course	
					Score	Category
1.	Mia (S1)	Female	19	4	4.0	A
2.	Lala (S2)	Female	21	4	4.0	A
3.	Lia (S3)	Female	20	4	4.0	A
4.	Kiki (S4)	Female	20	4	4.0	A
5.	Ani (S5)	Female	20	4	4.0	A

3.4 Instrument of the study

Reflection document was the instrument used to obtain data in this study. It contained questions to ask participants to investigate their perception of summarizing as L2 reading strategy based on their experience after implementing it. In the process of designing these questions, the researcher adapted the content of the previous relevant research questionnaire about students' perceptions of the summarizing strategy, by Huan and Ngan (2017).

As a first step, the researcher read, observed and analyzed all statements in the contents of the questionnaire and decided to select some of them that best suit the needs of the scope of this study as a guide in preparing reflection questions. Through several revisions and consultation with the research supervisor, the reflection questions made were successfully resolved. The following was a table showing a list of these questions in five numbers.

Table 3.2 Questions for participant reflection

No.	Questions
1.	How did you feel when you applied the summarizing strategy after reading articles/journals in L2 reading class? Was that easy to do? If yes/no, please give the reasons!
2.	How often do you write a summary? Did you do it in the class or outside of the class?
3.	In your opinion, was summarizing strategy important to be taught in the L2 reading? Why?
4.	In your mind, what was the most difficult thing in reading articles/journals and then writing them into a summary?
5.	What were the advantages of writing summary competence after reading articles/journals for the sake of research/writing your thesis?

3.5 Data Collection

To obtain data in this study, reflection commended to respondents. It used to gain a real insight into how participants perceived the summarizing strategy use in reading class with their preferences freely. In reflection, researchers designed questions without response options, so that participants could provide a depth of information related to research issues using the answers they provided. Creswell (2012) interpreted this method as considered an open-ended questionnaire.

Furthermore, the technique of collecting data through reflection was typed in a Microsoft word document using Indonesian to be distributed to participants online via WhatsApp. The use of Indonesian as the participants' first language in the reflection was intended to avoid their misunderstanding in interpreting each question posed by the researcher in the reflection. On the other hand, it could also aid participants to express and explore deeper and broader ideas in their writing in reflection without the limitations of vocabulary knowledge and grammatical structure as determined in writing skills of English as the second language.

For three days, the researcher gave time for all participants to fill out the reflections that had been given to them honestly and they need to provide true information based on the experiences they had gained during the process of implementing the summarizing strategy in the L2 reading class. After all of the reflection data from the participants were collected completely, the researcher translated the contents of it as a whole into English. This was an effort to make it

easier for researchers to highlight potential themes in English that could be built through the data analysis process. Thus, the data that appeared on the research findings could be displayed in English.

3.6 Data Analysis

This study was analyzed qualitatively using a thematic analysis method as discussed by a study (Braun & Clarke, 2006). It intended to determine patterns of meaning across data sets that could answer the research question through a meticulous process of data recognition, data coding, and theme development and revision.

The researcher examined how students perceived the summarizing strategy used in L2 reading by analyzing their reflection data in this study. Of the five questions on the student reflection data that had been collected, the researcher selected four questions containing their responses to be analyzed according to the data that was considered the most relevant and needed in this study. The data were analyzed using a procedure referred to as thematic analysis through several stages.

In the first stage of analysis, the researcher observed the data scrupulously by reading the entire student reflection repeatedly. Thus, this made the researcher familiar with the contents of the data. Then, the researcher did the coding. It involved the researcher providing a concise code that identified the major elements of the data that were deemed relevant to provide answers to the research questions. Descriptive coding by Saldana (2016) was an approach used by researcher at this stage. It was coding by summarizing quotations using a

single word or short phrase that designated the common idea or basic topic of the data.

During the coding process, the researcher highlighted student reflection writings to find similar concepts, information, ideas, keywords and highlighted these parts with color-coding (Bianco, Gasparini, & Schettini, 2014). The use of color in coding executed it effortless for researcher to make comparisons and identify any patterns that could be reviewed further.

Further, the table below presented an example of the researcher coding the data (as a whole, see the appendix). For the notes, the researcher used the abbreviation PTS in the table to indicate the meaning of 'participant' and symbol Q for 'question'. Some of the colours employed for themes in coding the data included (1) red for participants' general perception of summarizing strategy, (2) blue for the importance of summarizing strategy in L2 reading, (3) purple for the summarizing difficulties in L2 reading, and (4) orange for the advantages of summarizing skills in thesis writing course.

Table 3.3 an example of coding data

Adapted from descriptive coding by Saldana (2016), and color-coding by Bianco, Gasparini, & Schettini (2014)

PTS		Question (Q)	Responses	Open Coding	Descriptive Codes
Lala	Q1	(Q1) How did you feel when you applied the summarizing strategy after reading articles/journals in L2 reading class? Was that easy to do? If yes/no, please give the reasons!	I felt happy because summarizing helped me to understand the contents of the reading well and correctly. In addition, summarizing motivated me to read harder. Yes, it was easy, because it was easy for me to get articles on various internet sites. In addition, the process of summarizing it was also fairly easy because I only needed to read the important points of the article, then summarized it as briefly as possible but the contents of the article were still conveyed well.	Felt happy (in implementing the summarizing strategy). Reasons: Summarizing helped in reading comprehension and increased reading motivation. Easy (implementing summarizing) Reason: The summarising process was not difficult to do.	- Happy - Easy to do
	Q3	(Q3) In your opinion, was summarizing strategy important to be taught in the L2 reading? Why?	That was important, because summarizing could increase students' motivation to read. Based on the articles that I have read, if there was no summarizing task, the students' motivation to read would be very less and they would be blind to the information that was happening out there.	Summarizing was important (taught in L2 Reading learning). Reason: Summarizing can increase students' motivation to read.	Reading motivation

Q4	(Q4) In your mind, what was the most difficult thing in reading articles/journals and then writing them into a summary?	What was difficult was to understand well the articles that were read. Because this assignment required reading English articles, I automatically had to find articles in English. Sometimes, there were some English words/sentences that I did not really understand, and at that time they were translated into Indonesian, their meaning was very strange and not related to the articles I read. So, I had to find the equivalent words that matched the words/sentences I read.	1. What was difficult was to understand well the article that is read. 2. Sometimes there were some English words/sentences that are not very understandable.	1. Comprehending English text 2. Unfamiliar vocabularies
Q5	(Q5) What were the advantages of writing summary competence after reading articles/journals for the sake of research/writing your thesis?	First, I was trained to read quickly. Second, I easily saw the important points of the journals I read. For example, the main idea in the article. While implementing summarizing, I was trained to read carefully. So, when I was working on the thesis, the experience I got from summarizing, I could apply it well, in this case reading carefully so that it was easy for me to see the main ideas in the journals I read. In addition, with the experience of summarizing, I have also become trained to paraphrase words/sentences in	1. Trained to read quickly 2. Easily to find the important points of the journals 3. Trained to paraphrase words/sentences in the articles.	1. Scanning ability 2. Selecting the important ideas 3. Paraphrasing competence

			the articles I read. As a result, when writing my thesis, I was finally able to avoid plagiarism, I was more careful in choosing the right words for my thesis.		

In the next stage, the researcher reanalyzed the data that had been coded; examined all codes and data that have been collected to identify broader and significant patterns of meaning to generate initial themes. Then, reviewing themes involved the researcher in examining the candidate themes against the data set to determine that they could present convincing data and represent the answers to what was posed in the research question. Afterward, the researcher defined and named to the themes (see appendix). As the last phase, the researcher presented a report on the themes written in analytical narratives by providing a clear interpretation of the data and contextualizing the analysis related to the existing literature, as proposed by Braun and Clarke (2006).