CHAPTER III

METHODOLOGY

This chapter consists of research design, setting and context, participants, instrument of the study, technique of data collection and technique of data analysis.

3.1 Research Design

This study used qualitative design as method in the process of collecting data in Exploring Teacher Practices in Teaching Reading. Qualitative research relies on data obtained by the researcher from first-hand observation, interviews, questionnaires, focus groups, and participant-observation, recordings made in natural settings, documents, and artifacts. In addition, Munhall (2001) argues that qualitative researchers recognize that it is very important to establish and maintain close relationships with research participants in order to create the comfort necessary to explore what is in content. The aim of this qualitative research design is to explain several phenomena in depth through the data collection that has been done. This qualitative research design is also presented to describe the phenomenon of student responses that focuses on teaching reading.

3.2 Setting and Context

This present study would be conducted at reading class at one of Islamic higher institute Kendari in academic year of 2020/2021 soon after this research paper is accepted. The focus of this study is on Exploring Teacher Practices in Teaching Reading in the First Year of English Education Department. In teaching reading, the teacher usually uses several different strategies in reading which

require him to form teaching and learning process. However, in using these different strategies in teaching, it affected by some reasons, one of it is teacher's belief that would be investigated in this study.

3.3 Participant

The participant of this study is a lecturer who teaches in reading class of English Education Department IAIN Kendari. Based on the focus of this study, the participant involves a teacher as a sample of this research. The researcher chooses this participant due to this participant is considered as a professional in teaching reading, therefore her argument is believable.

3.4 Instrumentation

This study would utilize interview as the instrument to collect the data that can answer the research questions. This interview would be given to the lecture directly. The interview process would be recorded by phone to make a transcript of it. The interview would consist of fourteen questions. This study would utilize interview to explore the teacher's belief Hammersley (2000), Shaw (2003), Green & Thorogood (2004) summarize some of:the main advantages of qualitative research. The first is the argument that qualitativethe method of 'reaching a part that other [quantitative] methods cannot reach' (Green and Thorogood 2004) especially in research that looks at the relationship between process and outcome (Shaw 2003).

The guideline of the interview is adapted from (intykbekov2017). Intykbekov (2017) study explored teacher perceptions of project-based learning in a Kazakh-Turkish Lyceum in the northern part of Kazakhstan. However, in this present study the researcher only uses eight questions provides in this study.

These eight questions that related to this present study attempted to explore teacher's beliefs in teaching reading.

3.5 Data Collection

The data of this study would be collected as the following step; collecting data, preparing data for analysis, coding the data and description to be used in the research paper.

3.6 Technique of Data Analysis

Qualitative analysis is an active process with one mind and body to find pattern in data and to articulate their interrelationships. In qualitative research, data coding plays an important role in the data analysis process, and determines the quality of the research data abstraction. When the researcher performs the analysis, what is coded is the meaning of the statement from the informant and others depending on what is contained in the data segment at hand.

In coding, researchers use Thematic Coding (thematic analysis). Thematic coding is a way of analyzing data to identify patterns or find themes through data that has been collected by research (Braun & Clarke, 2006). Process and prepare data for analysis. This step involves transcription of the interview and organizing the data into various types depending on the source of the information. This step aims to build a general understanding of the information obtained and reflect on its overall meaning. In this process what needs to be considered is a general description of what the participants said, what was the tone of their ideas, and how the participants felt. Encoding is the process of processing materials orinformation into written segments before they are interpreted (Rossman & Rallis, 1998).

The example of code the data as follow:

Tabel 3.1: Example of data coding

Theme and Code	Teacher interview	Code
Students problem in vocabulary (C1)	T1: more vocabulary that is not understood, lack of vocabulary mastery, If a lot of difficult vocabulary it will affect the understanding of the content of the text	C1
the teacher resource in teaching reading (C2)	T2: The teacher provides core book as a material that supports teaching and learning activities, Textbooks and other teaching materials are very important in supporting the learning.	C2
The teacher practice about teaching method in reading (C3)	T3: this course is extensive reading where one of the strategies is to choose reading based on their interest, to my reading material provides an application link that they can download which contains a lot of reading and categories so that they are more flexible choose readings that they are interested in and according to their level.	C3
The teacher's preference of introducing vocabulary activity(C4)	T4:................	C4

Notes:

CODE   THEME

Red (C1)   teacher's problem in teaching reading

Yellow (C2)   teacher's resource

Purple (C3)   teacher's method

Grey (C4)   teacher's preference

(Adapted from Braun, 2006)

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