

CHAPTER III

METHODS OF THE STUDY

This chapter contains the research method to find the answers of all problems stated in chapter one. The research approach, participants of the study including the background of the participants, techniques of data collection, and technique of data analysis are presented here.

3.1 Research Approach

Methods are necessary in a study in order to get the best results. That the results of this study is really objective and in accordance with the expectations of the writer. In this study, the writer applied qualitative method because this method is suitable with the aim of this study which is to describe the extra textual interaction of teacher's in reading expository book to the elementary school students in *Galuh Handayani Inclusive School*. Since this study uses qualitative approach, the writer also applied case study approach for this study. Yin (1988) defines the case study research method as a strategy when "how" or "why" questions are being posed, when the investigator has little control events.

Case study approach is suitable for this study. In addition, this study is a cross-sectional research. Brown (2004) stated that a cross sectional study is a study conducted over short period of time and opposed to longitudinal study. Cross-sectional research is a research method often used in developmental psychology and might select groups of people who are remarkably similar in most areas, but differ only in age at the same point of time. This study aimed to find out teachers' extra textual interaction in reading expository book to the elementary

school students in *Galuh Handayani Inclusive School* at grade 4, 5, and 6. Because at that grade almost all the students could read and write although it still needs the guidance of teacher. Therefore the writer hopes that she will get the characteristics of teacher's textual interaction with their students.

3.2 Participants of the Study

The participants of this study were four teachers who teach in 4th, 5th and 6th grade. There are two teachers who taught in every classroom in *Galuh Handayani Inclusive School* but the writer only focus on the teacher who will read the story. Moreover, in the second week of the research, teachers who taught in the 5th grade teacher is replaced by another, which in turn into four participants who reading explanatory book in class. Furthermore, there are 10 students in 4th grade and the age range around 9-12 years, 17 students in the 5th grade and the age range around 10-13 years and 11 students in 6th grade and the age range around 11-14 years. All of the students consist of a boy and a girl and they had different characteristics of mental disorder and they are pretty good in reading and writing skill.

Since this study is conducted to find out the extra textual interaction of teachers in reading expository book to their students, the teachers are to be able to read and be able to interpret difficult words in story book. Both of teachers and students speak Indonesian as their first language in their daily life.

3.2.1 Background of the Participants

3.2.1.1 Participant A (G1.A.E1/G1.A.E2)

Participant A is assistant teacher who teach in grades 4. She was 27 years old and she was an undergraduate education PLB in 2009. She has been teaching in Galuh Handayani School for 2 years. In 4th grade, she has 10 students with special needs. There are four autistic students, two slow learners, two students with Down Syndromes, a student with dyspraxia, and a student with hearing impairment. Generally, almost all of students in 4th grade have the lack ability of reading, writing and comprehension.

3.2.1.2 Participant B (G1.B.E1)

Participant B is an assistant teacher who teach in 5th grade. She was 39 years old and she was graduate diploma P2B in 1996. She has been teaching in Galuh Handayani School for 2 months. In 5th grade, she has 17 students with special needs. There are five autistic students, six slow learners, a student with ADD, a student with ADHD, and four regular students. Generally, almost all of students in 4th grade have the good enough ability of reading and writing but they still have a lack comprehension.

3.2.1.3 Participant C (G2.B.E2)

Participant C is an assistant teacher who teach in grades 5. She was 29 years old and she was an undergraduate in education. She has been teaching in Galuh Handayani School for 1,5 years. She accompanies participant B in handling 5th grade. In the second week of collecting data, participants G1.B.N1 was absent so she replaced to take a charge in reading narrative storybook in classroom.

Because of the absence of the participant B in the second week of collecting data, participant D replacing to take a charge in reading expository storybook to student in 5th grade.

3.2.1.4 Participant D (G1.C.E1/G1.C.E2)

Participant D is a teacher who teach in grades 6. She was 41 years old and she was an undergraduate mathematics in 1996. She has been teaching in Galuh Handayani School for 11 years and 5 months. In 6th grade, she has 11 students with special needs. There are four students with Down Syndromes, two slow learner, two students with behavioral disorders, a student with Cerebral Palsy, a student with hearing impairment, and a regular student. Generally, almost all of students in 6th grade have the good ability of reading and writing but their comprehension is still not good enough.

3.3 Technique of Data Collection

Before starting the research, the writer came to *Galuh Handayani Inclusive School* to ask permission if allowed to retrieve data on each class 4th, 5th and 6th grade. After asking a several questions due to the research and explaining the purpose of this study, the writer finally get the decision allowed to retrieve the data in *Galuh Handayani Inclusive School* and found the teachers who were willing to participate in this study. After finding the participants, the writer did interview to the participants to give information about what they were going to do in this study. The writer also asked some question about the participants, their students, and the situation in the class. After that, the writer preparing two

expository storybook that will be used for reading stories to the elementary school students in *Galuh Handayani Inclusive School*.

All the participants read the expository book for the first time. The writer gave the four teachers different story books and asked to read it to their students. Before the videotaping started, both the writer and the head principal of *Galuh Handayani Inclusive School* have set the research schedules and which books to be read during the research. The research lasted for about three weeks. The table below is the description of the research schedule.

Class	The title of the books	
	Nyam!Nyam!Enaknya Bayam	Lebah Mengetahui Madu Lewat Tarian
4	02-10-2012 10:33 AM	05-10-2012 01:54 AM
5	10-10-2012 09:24 AM	09-10-2012 10:22 AM
6	15-10-2012 10:10 AM	15-10-2012 01:00 AM

During the reading activity, in order to make the students keep focus on the reading activity, the teachers are given books to be read by the students. The participant was expected to finish each story approximately in 15-30 minutes. Even though the writer gave a time limitation to read the storybooks, the real condition was not able to be predicted. The teachers need the time more than 15

minutes. It also depends on the classroom situation. Sometimes the students get bored easily and have difficulty in concentrating.

No recommendation was made to teachers about the approach they could use to read the books, nor how to tell the story. Since the teachers already know that their interactions were going to be recorded, it is possible that it would be unnatural. However, the writer asked the teachers to do it as natural as possible.

After the teachers finish reading storybook, the writer interviewed the participants about the result of observation to get more information for this study. At the end of collecting the data the writer need to check the video recording and the words that were not well listened due to the internal factors (from the speaker) or external factors (like location of the conversation take) were ignored.

3.3.1 Research Instruments

In this study, the writer used two instruments; they were storybooks and video tape recorder.

3.3.1.1 Book Description

The writer used two narrative or fictional storybooks. The first narrative storybook was coded as E1 and the second was E2. For the E1 the title of the book is “Lebah Mengetahui Madu Lewat Tarian”, Bestari Kids, Jakarta 2012 is written by DiOryza and the illustration by Arrahmanrendi. For the E2 the title of the second book is “Nyam! Nyam! Enaknya Bayam”, KPG (Kepustakaan Populer Gramedia), Jakarta 2012 is written by Almira Pangestu and the illustration by Nana Arieswari.

The writer choose the books above in her study because it is suitable for the elementary school students in *Galuh Handayani Inclusive School*, as it has an equal balance of text and illustrations, and a pleasant writing style. The writer also provided two expository stories with interesting pictures, full colors, and typed in Comic Sans MS font sized 18. Each story only consists of 8-10 pages in which each pages only had 1-3 sentences. In one sentence did not allow having more than eight words. This was prepared to students aimed to help students with special needs were able to read and follow the plot on the story while their teachers are reading for them although some of them were dyslexia or not able to read. Rich illustrations also help children comprehend the text better. The language used is amusing with sentence repetition, rhyming, and puns. The above characteristics of the book make it enjoyable to read for both teachers and the students.

3.3.1.2 Video Tape Recorder

The writer used a video tape recorder from handy cam as one of the audio visual materials. All the interactions during the reading activity were done in classroom and tape recorded by the writer. The writer recorder the data by herself so that she was present at the time when the teachers reading book to their students but the writer did not involve in recording in order to make a natural circumstance. The recoding data were collected in a different time of length for each participants and stories.

3.3 Technique of Data Analysis

After recording the data, the writer began to analyze it using the theory that is explained in the previous chapter. The writer used the extra textual interaction categories proposed by Natsiopoulou et al (2003). First, the writer transcribed the collected data using orthographic transcription. Second, the writer identified and then classified the transcription data into twelve categories used by Natsiopoulou et al. (2003). Finally, in order to get the most frequent categories employed by the teachers, the writer analyzed the frequency of extra textual interactions produced by teachers in reading explanatory story book to the elementary school student in *Galuh Handayani Inclusive School*.

To summarize, the steps of the data analysis are noted below:

1. Transcribed the data using orthographic transcription.
2. Identified and
3. Classified the transcription into twelve categories proposed by Natsiopoulou (2003).
4. Analyzed the frequency of extra textual interactions.