

## **CHAPTER III**

### **METHOD OF THE STUDY**

#### **3.1 Research Approach**

This study aims to describe the extra textual interaction employed by teachers in reading narrative story books therefore the writer applied qualitative approach. In qualitative method, the writer purposed to give a real description of extra textual interaction. The data are reported in words (primarily the participants' utterances) or pictures, rather than in numbers (Fraenkel & Wallen, as cited in Creswell, 1994, p.163)

In this study, the writer did a field study in order to get a real description of the extra textual interaction. The writer physically goes to people, setting, site, or institution to observe or record behavior in its natural setting (Creswell, 1994, p. 145). After observing the field, the writer categorized and analyzed the participants' extra textual interaction by using coding procedure. In this study, the writer also designed a case study because this study is an in-depth exploration of the phenomenon (Yin, 2003). In case study, the writer used interview, participant observation, and field studies to describe and examine this study deeply.

#### **3.2 Participants of the Study**

The participants of the study are four teachers; participant G1.A.N1/G1.A.N2, G1.B.N1, G2.B.N2, and G1.C.N1/G1.C.N2. G1 stands for teacher, G2 stands for assistant teacher, A stands for 4<sup>th</sup> grade, B stands for 5<sup>th</sup>

grade, C stands for 6<sup>th</sup> grade, N1 stands for narrative storybook 1, and N2 stands for narrative storybook 2. In specifics, all participants are teacher class in one of inclusive school, Galuh Handayani Elementary School Surabaya. In class, all of participants used Indonesian language.

### **3.2.1 Background of the Participants**

#### **3.2.1.1 Participant G1.A.N1/G1.A.N2**

Participant G1.A.N1/G1.A.N2 is a teacher in 4<sup>th</sup> grade. She is 27 years old. She got bachelor degree of Pend.PLB in 2009. She has been teaching in Galuh Handayani School for 2 years. In 4<sup>th</sup> 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, some students in 4<sup>th</sup> grade have the good enough ability of reading but some students still have a lack of comprehension and writing.

#### **3.2.1.2 Participant G1.B.N1**

Participant G1.B.N1 is a teacher in 5<sup>th</sup> grade. She is 39 years old. She got D1 degree of P2B in 1996. She has been teaching in Galuh Handayani School for 2 months. In 5<sup>th</sup> 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 5<sup>th</sup> grade have the good enough ability of reading and writing but they still have a lack of comprehension.

### **3.2.1.3 Participant G2.B.N2**

Participant G2.B.N2 is an assistant teacher in 5<sup>th</sup> grade. She is 29 years old. She got bachelor degree of education in 1996. She has been teaching in Galuh Handayani School for 1,5 years. She accompanies participant G1.B.N1 in handling 5<sup>th</sup> grade. In the second week of collecting data, participants G1.B.N1 was absent so she replaced her to take a charge in reading narrative storybook in classroom.

### **3.2.1.4 Participant G1.C.N1/G1.C.N1**

Participant G1.C.N1/G1.C.N1 is a teacher in 6<sup>th</sup> grade. She is 41 year old. She got bachelor degree of Math in 1996. She has been teaching in Galuh Handayani School for 11 years and 5 months. In 6<sup>th</sup> 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 6<sup>th</sup> grade have a good ability of reading and writing but their comprehension is still not good enough.

## **3.3 Technique of Data Collection**

First of all, the writer came to Galuh Handayani Elementary School in Surabaya to find out teachers as the participants of 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. Second, the writer provided two books of fictional storybooks

The writer did not give any instruction of the how the way the participants read the story. They were allowed to read by using their own way in order to make their interaction was going naturally and enjoyable. Even though the writer gave a time limitation 10-15 minutes 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.

Third, in video recording, the writer observed the situation and interaction happened in the classroom. After the teachers finish reading storybook, the writer interviewed the participants about the result of observation to get more information for this study.

### **3.3.1 Research Instrument**

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

#### **3.3.1.1 Story Books**

The writer used two narrative or fictional storybooks. The first narrative storybook was coded as N1 and the second was N2. The writer provided two narrative 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 children with dyslexia or not able to read. Both of narrative storybooks told about animal stories. They have a clear plots, characters, and settings which can be understood easily by the students.

### **3.3.1.2 Video Tape Recorder**

In this study, the writer used a video tape recorder from handy cam as one of the audiovisual materials. The writer recorded all the interaction between teachers and students during reading story activity. The recording data were collected in a different time of length for each participants and stories. Here, the writer did not involve in recording in order to make a natural circumstance.

## **3.4 Technique of Data Analysis**

There were four steps in analyzing data which were completely collected. First of all, the writer transcribed the recording data into orthographic transcription. In this study, the writer used video tape recorder of a handy cam as the audiovisual material. All of teachers and students' utterances would be transcribed.

Second, those transcription data were identified by using coding proposed by Natsiopoulou et al. (2003). There were: (1) attention, (2) names, (3) asking

about names, (4) feedback, (5) repetition, (6) elaboration, (7) organizing the activity, (8) prediction, (9) relating the story to real life, (10) recalling information, (11) clarifying, and (12) asking for clarifying.

Third, after identifying, the writer categorized the teachers' extra textual interaction by using those twelve categories in coding procedures used by Natsiopoulou et al. (2003).

Fourth, the writer interpreted the data result and found out the most frequent of extra textual interaction which employed by the teachers and the reason which supported the data result.

# CHAPTER IV

## DISCUSSION