

CHAPTER III

RESEARCH PROCEDURE

A. Research Method

In conducting this research, classroom research was chosen as a method. Classroom research was used as the research methodology to find out the problem or phenomena that mostly occurred in the classroom through observation (Wragg, 2013). Creswell (2012) stated, “In observing a classroom, for example, you may record activities by the teacher, the students, the interactions between the students and teachers, and the student-to-student conversations” (p. 217). Then, a classroom research design was applied in this research because the researcher attempts to observe classroom phenomena (e.g., teacher’s talks, students’ talks, teacher-student interactions, and classroom activity) in the learning reading process through literature circle activity. Thus, the researcher examined the pedagogical interactions that took place in the literature circle activity.

B. Research Participants and Setting

This research was conducted in an Islamic-secondary-boarding school in Tasikmalaya, West Java, Indonesia. The second-grade students at the secondary boarding school took part as the participants. The researcher involved 5 participants taken from the number of students in the

classroom, in which their ages around 12 to 14 years old. In addition, these participants were selected because they are accustomed to being introduced to learning strategies that are quite challenging for them. Before conducting the research, the participants filled out the consent form verifying that they participated in this research, and their participation is voluntary. More crucially, the researcher informed the participants that any information on the observational data was kept confidential.

C. Research Procedure

To conduct the research, the observation of the learning reading process through a literature circle activity was done. The literature circle was deployed as instructional mediation for the students to do engaging reading tasks. The researcher observed the natural phenomena that occurred and examined what was happening in the literature circle activity. The observation occurred over 60 minutes of the learning reading process and focused on student-teacher and students-students interaction.

The learning reading process of the literature circle activity was implemented in four stages (Karatay, 2017):

1. Preparation stage, which involves the introduction of reading tasks, creating literature circles, and choosing the text is performed respectively. First, the introduction of reading tasks to the students is implemented. Second, reading circles are created among students who voluntarily wanted to work

together. Lastly, the students are required to choose one of the texts offered or one of their choices.

2. Individual reading stage time is given to students to read the text to do their individual reading tasks. The students are required to understand the content of the text, take notes, and prepare a presentation to give information about the reading task.
3. Discussion stage, the students were provided to have a discussion for 20-30 minutes to share their feelings and thoughts about the topics of the book, the main idea, and other messages given in the book, the writer's use of language, and the writer's style of treating the topic. The student also managed the session in a way for all students to participate in the discussion to a considerable extent.
4. Sharing stage, everybody shared their presentations with other groups about the tasks they have done.

The researcher took a video recording during one session of the literature circle activity. The whole activity was recorded until the end of the session by using one camera and one action camera. The camera was placed in the right corner of the front class standing on the tripod. It is used to record the whole students' interactions since the purpose of the research is dominantly focused on the students. Besides, the action camera was

placed in the left corner of the class for solving an unrecorded video of the whole-class activity.

D. Data Collection

The data were collected using observation on the video recording of the literature circle activity. The researcher observed the natural interaction among students occurred and examined what was happening in the literature circle activity.

E. Technique of Analyzing the Data

After conducting the data, the researcher analyzed the data using interaction patterns (Ur, 1996) that are linked to the concept of literature circle activity (Karatay, 2017). The procedure of data analysis used is the thematic analysis framework (Braun & Clarke, 2006), which follows these stages:

- 1) Familiarizing with the data, which covers transcribing data, reading and re-reading the data, taking notes or marking ideas for coding;

Time/Duration	T/S	Activity	Code
00:00 – 00:47		Prepare	
00:47 – 00:49	T	Assalamu'alaikum wr.wb.	
00:50 – 00:56	S	Wa'alaikumussalam wr.wb	
00:57 – 00:58	T	Good afternoon, today!	
00:59 – 01:00	S	Good afternoon!	
01:01 – 01:03	T	Okay! How are you everybody?	
01:04 – 01:05	S	I'm fine, thanks! And you?	
01:06 – 01:18	T	I'm fine too, thanks! In this beautiful occasion, allow me to introduce myself. My name is Milda Adawiyah. And you can call me miss Mimil.	
01:19 – 01:20	S	Yeah!	
01:20 – 01:21	T	What's?	
01:21- 01:22	S	Miss Mimil.	
01:23 – 01:51	T	That's right. And now, we want to learn reading (write 'Reading' on the whiteboard). Today....e..e.. Specially for	

Figure 3.1 Data Transcription

- 2) Generating initial codes, which involves coding interacting features of the entire data set systematically and collecting data relevant to each code;

	T/S	Transcription	Code
Preparation	T	For doing this Literature Circle Activity, we need to make groups. The group consists of 4 members. Jadi satu grupnya ada berapa?	Students work in small group
	S	Empat....	
	T	Good afternoon, today!	Students respond in chorus
	S	Good afternoon!	
	T	Okay! How are you everybody?	
	S	I'm fine, thanks! And you?	
	T	Literature Circle Activity. Repeat after me!	Students repeat the word
	S	Literature Circle Activity	
	T	If I call you 'eyes on me', and you answer...?	Teacher gives a cue
	S	Eyes on you!!	
	T	Eyes on me!	
	S	Eyes on you	
	T	Write it into your book!	Student's question
	S	One person one paper?	
T	Yes, that's right		
Individual Reading	T	I will give you 10 minutes to read individually and read silently	Students work independently

Figure 3.2 Coding the Data

- 3) Searching for themes, which focuses on sorting the different codes into potential themes, gathering all the relevant coded data extracts within the identified themes;

	T/S	Transcription	Code	Theme
Preparation	T	For doing this Literature Circle Activity, we need to make groups. The group consists of 4 members. Jadi satu grupnya ada berapa?	Students work in small group	Group work
	S	Empat....		
	T	Good afternoon, today!	Students respond in chorus	Choral responses
	S	Good afternoon!		
	T	Okay! How are you everybody?		
	S	I'm fine, thanks! And you?		
	T	Literature Circle Activity. Repeat after me!	Students repeat the word	
	S	Literature Circle Activity		
	T	If I call you 'eyes on me', and you answer...?	Teacher gives a cue	
	S	Eyes on you!!		
	T	Eyes on me!		
	S	Eyes on you		
	T	Write it into your book!	Student's question	Student initiates, teacher answers
	S	One person one paper?		
T	Yes, that's right			
Individual Reading	T	I will give you 10 minutes to read individually and read silently	Students work independently	Individual work

Figure 3.3 Searching for Theme

- 4) Reviewing themes, which encompasses reviewing and refining the themes related to the coded data extracts (Level 1) and the entire data set (Level 2), generating a 'thematic map' of the analysis;
- 5) Defining and naming themes, which includes defining and refining the 'essence' of each theme, and the overall story the analysis tells; producing clear definitions and names for each theme; and
- 6) Producing the report, which involves the final analysis related to the research question and literature, writing up a scholarly report of the analysis.

Thus, the data were categorized and coded based on themes that appear repeatedly, which represent the entire data sets relevant to research questions.

