

CHAPTER III

RESEARCH PROCEDURES

This chapter discusses the procedure of the research that the researcher has applied in this research. Those are the method of the research, research setting, and participants, data collection, the technique of analyzing the data, and research schedule.

A. Method of the Research

In this present study, the researcher used a descriptive case study design. Yin (2003; Hood, 2009, p. 70-71, as cited in Widodo, 2013, p.15) explained “a descriptive case study aims only to present a detailed, contextualized picture of a particular phenomenon”. The research focused on capturing students’ perceptions toward RAP strategy which was implemented by students in learning reading comprehension.

B. Research Setting and Participants

The participants of this research were students in one of the Senior High School in Tasikmalaya. They were four female at the second grade at the age of 16-17 years old. The researcher chose those students as the participants based on the information from the teacher that those students have struggled in reading comprehension.

The study was conducted at one of the Senior High Schools in Tasikmalaya, West Java, Indonesia from August to September 2019. In this research, the researcher taught students in reading class. The students learned reading comprehension by applying the RAP strategy. In the

process of teaching reading using the RAP strategy, the researcher gave students a short text to read. Then asked them to identify the main idea and supporting details in each paragraph. The students were given a graphic organizer with the steps of the RAP strategy as a worksheet. Students wrote the main idea and supporting details in their own word in the worksheet. Then the researcher checked the result of their work. The teaching reading using RAP strategy took three times of meeting. In the last meeting, after the teaching reading was done, the researcher interviewed the students who were chosen as participants to find out their perception of the use of RAP strategy in teaching reading.

C. Data Collections

The researcher collected the data by interviewing several students. Based on Creswell, J. W. (2012), “A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers”. The researcher recorded students' statements during the interview process, then transcribed them into interview transcripts.

Adapted Theories	Indicators	Questions
Hagaman, Luschen, and Reid (2010) “from questioning and paraphrasing, students process information for	RAP strategy help students to have better understanding.	<ul style="list-style-type: none"> • Setelah mengikuti pembelajaran reading menggunakan <i>RAP Strategy</i>, apa pendapat anda tentang strategi ini? • Apakah strategi ini bisa membantu anda dalam meningkatkan pemahaman

better understanding of what they read”.		terhadap suatu teks?
		<ul style="list-style-type: none"> • Apa manfaat yang anda rasakan dari kegiatan paraphrasing yang diawali dengan synonym game? • Apakah dengan strategi ini anda lebih paham secara <i>detail</i>?
Schumaker et al (1984) in Hagaman, Casey and Reid (2010) “students are actively involved in reading rather than passively approaching text”.	RAP strategy engages students in reading activity.	<ul style="list-style-type: none"> • Apakah selama pembelajaran reading ini anda merasa lebih aktif atau tidak? • Apakah strategi ini dapat diterapkan dalam pembelajaran reading selanjutnya?

Table 3.1 Interview guide

The questions in the table were used to interviewing the students.

The result of the interview was used as the data of this study. This interview captured the students’ perspective toward the teaching reading comprehension by using the RAP strategy.

D. Technique of Analyzing the Data

In this study, the data were analyzed by using thematic analysis (Braun & Clarke, 2006). These are following stages:

1) Familiarizing the data

In this stage, the researcher read and re-read the data to become intimately familiar with the data. As proposed by Braun & Clarke (2006),” the researcher must immerse themselves in, and

become intimately familiar with their data; reading and re-reading the data (and listening to audio-recorded data at least once, if relevant)...”.

2) Generating Initial codes

After being familiar with the data, the researcher made the sign in codes which occurred in the data related to the purpose of this study by coloring the codes. The researcher coded every data items and ended this phase by collecting all their codes and relevant data extracts (Braun & Clarke, 2006).

Data	Codes
It because in the RAP strategy, it divided into main idea, then supporting detail one and supporting detail two. Well, the division of that information made us easy to know what the text tell about.	Breaking text into parts makes easy to comprehend the content
I felt more active because in this reading activity, in this RAP strategy we decided the main idea, supporting detail then we had to replace the existing word with another synonym.	Being active in reading activity
It was a big help because from the activity of searching the synonym, we know better and can enrich our English vocabulary as well.	Enriching vocabulary

Table 3.2 Generating Initial codes

3) Searching for themes

In this stage, the researcher analyzed the code of the data, then grouped the codes into themes.

Facilitating effective strategy in learning reading
Easy to create sentences with own word
Understand the overview of the text
Understand with own language
Helping in understanding the content
Understand in more detail
Easy to comprehend
Can identify the important information
The steps help to comprehend the content
Breaking text into parts makes easy to comprehend the content
Engaging Students in Reading Activities
Being motivated in learning process
Encourage to express opinion
Being active in reading activity
Increasing students' vocabulary mastery
Enriching vocabulary

Table 3.3 Searching for themes

4) Reviewing themes

The themes appeared in the data were reviewed to ensure that the themes were the most appropriate. If not, the researcher removed.

5) Defining and Naming the themes

In this stage, the themes were named as the representation of its following sub-themes. Those became the findings of this study.

6) Producing the report

In this stage, the researcher reported what had been gained from this study which can convince the reader of the merit and validity of analysis.

E. Research Schedule

This research has been conducted at one of the Senior High School in Tasikmalaya, West Java, Indonesia.

No.	Activities	Sept – Oct 2016	Nov – Dec 2016	Aug – Sept 2019	Nov – Dec 2020	Jan – Feb 2021
1.	Submission of Research					
2.	Research Approval					
3.	Chapter I-III					
4.	Seminar Proposal Examination					
5.	Conducting the Research					
6.	Chapter IV-V					
7.	Telaah Kompre					
8.	Thesis Examination					

Table 3.4 Research Schedule