

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

Reflective practice is used as the method of this research. Farrell (2013) stated, “Reflective practice is language teachers systematically examine their practice by collecting evidences about their own teaching and their students’ learning rather than just thinking about what they may be doing in their classes” (p. 34). It means that reflective practice is a research method to review an experience of teaching learning process that can be analysed and evaluated in practice. In this study, the researcher evaluated the activities that happened in teaching learning process that has been implemented. Reflective practice is used to analyse teacher’s challenges implementing jigsaw in teaching reading.

The model of reflection used in this research is as follows:

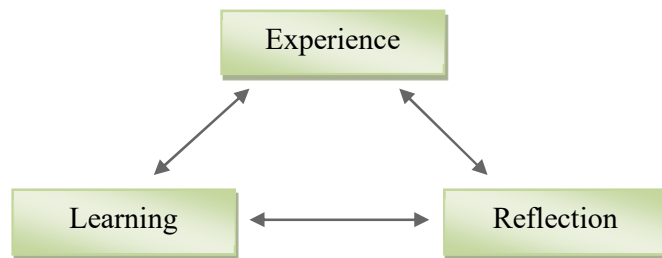


Figure 3.1 A Model for Reflection
(Boud, et al. as cited in Dye, 2011, p. 221)

Experience refers to what the teacher does in teaching process. *Reflection* refers to how and why the teacher does those activities in teaching process. *Learning* refers to what the teacher should do in the future teaching.

B. Research Participant

The participant in this research is the researcher herself. She analyzed and evaluated her experience about the process of implementing jigsaw in teaching reading through video recording.

C. Procedures of the Research

To conduct the research, there are several steps done by the researcher, as follows:

1. Teacher divides the students into 4 or 5 persons in a group.
2. Each group chooses one student to be a leader.
3. Each student from each group is responsible to read and comprehend one paragraph from the text.
4. The students make expert group based on their same segment to discuss and to comprehend a material.
5. The students come back to their previous group and explain what they have discuss to each member in group.
6. The teacher observes the process of discussing about descriptive text and assessing their attitude.
7. The students present the result of discussion in front of class.

After the process of teaching has been done, the result from video recording about the process of implementing jigsaw in EFL reading class was reflected based on the model of reflection from (Boud, et al. as cited in Dye 2011, p. 221), as shown in the following table:

Steps of Reflection	What to do
Experience	The researcher will report what the teacher does in teaching reading using jigsaw technique based on video record.
Reflection	The researcher will explain the challenges faced by the teacher in implementing jigsaw during teaching reading based on video record.
Learning	The researcher will give suggestion about what the teacher should do in the next teaching.

D. Data Collection

To get the data in this research, the researcher used reflective journal and observation as the technique of collecting the data. Video recording is used to capture the process of teaching reading through jigsaw. This aims to find out the teacher's challenges in implementing jigsaw in teaching reading. While the teaching learning process, video recorder will be used by the researcher as the instrument of the research.

E. Data Analysis

The next step of the research, after collecting the data is analyzing the data. Analyzing the data is the effort conducted to answer the research question. The researcher used thematic analysis to analyze the data (Braun & Clarke, 2006, p. 16) consisting of:

1. Familiarizing with the data

The first step, the researcher transcribed video recording of the process of implementing jigsaw in teaching reading, and then she repeated reading the result of data transcription and checked the original recording for accuracy.

2. Generating initial codes

The second step, the researcher coded the data from the result of data analyses. After that, the researcher identified some codes to be collected. Here is the list of codes found in this research:

Table 3.1 Process of Coding

Time	Part.	Utterances	Codes
00:26:58	T	Alright, time is over. Now, <i>kalo kalian sudah baca, silahkan berkelompok dengan teman yang mempunyai teks yang sama.</i>	
00:27:04	Ss	<i>(Beberapa siswa mengerti dan sebagian siswa malah mengobrol)</i>	Difficulty to manage the class
00:28:05	T	Hey....., Listen to me.! Hey.. Please, sit on your chair.,! <i>(Dengan nada marah dan bertolak pinggang)</i>	Teacher's anger
00:28:48	Ss	<i>(Suasana kelas masih ribut)</i>	
00:28:51	T	<i>(Guru menepuk dahi melihat suasana kelas yang berisik dan ribut)</i>	

Table 3.2 List of Codes

No.	Codes
1	Difficulty to manage the class
2	Difficulty to maximize the time
3	Difficulty to make students pay attention
4	Difficulty to manage students in group work
5	Teacher's unclear speech or instruction
6	Difficulty to promote students' engagement in learning
7	Difficulty to engage students in the discussion process
8	Teacher's anxiety
9	Teacher's nervousness
10	Teacher's anger
11	Teacher's confusion
12	Teacher's dissatisfaction
13	Teacher's indifference or ignorance
14	Showing disrespect to other students
15	Difficulty to make students not bully other students
16	Difficulty to comprehend students' character
17	Showing disrespect to the teacher
18	Difficulty to promote students' responsibility

3. Searching of themes

The third step, the researcher constructed themes from some initial codes that had been collected. To short the codes, the name of each code was written on a separate piece of paper and organized into main themes for those codes.

Table 3.3 Searching for Themes

No.	Codes	Themes
1	Difficulty to manage the class	1
2	Difficulty to manage the time	
3	Difficulty to make the students pay attention	
4	Difficulty to ensure all students to engage in the discussion process	
5	Difficulty to promote the students' engagement in learning	
6	Teacher's unclear speech or instruction	2
7	Teacher's dissatisfaction	3
8	Teacher's anger	
9	Teacher's nervousness	
10	Teacher's confusion	
11	Teacher's anxiety	
12	Teacher's indifference/ignorance	

4. Reviewing themes

The fourth step, the researcher reviewed each codes and themes to ensure that all of data were coherent and related to the data. In this research, the themes reviewed were still the same as the previous themes obtained.

Table 3.4 Reviewing Themes

No.	Codes	Themes	Reviewed Themes
1	Difficulty to manage the class	1	1
2	Difficulty to manage the time		
3	Difficulty to make the students pay attention		
4	Difficulty to ensure all students to engage in the discussion process		

No.	Codes	Themes	Reviewed Themes
5	Difficulty to promote the students' engagement in learning		
6	Teacher's unclear speech or instruction	2	2
7	Teacher's dissatisfaction	3	3
8	Teacher's anger		
9	Teacher's nervousness		
10	Teacher's confusion		
11	Teacher's anxiety		
12	Teacher's indifference/ignorance		

5. Defining and naming themes

The fifth step, the researcher identified the essence of the data from each theme captured. Then, the researcher created an overall narrative with all of the data. After that, the researcher described each theme.

Table 3.5 Defining Themes

Themes	Defined Themes
1	Classroom Management
2	Communication Competence
3	Emotional Competence

6. Producing the report

The last step, the researcher conducted the final report. The report should be a concise, coherent, logical, non-repetitive, and interesting.

F. Place and Time of the Research

The research was conducted at one of the Junior High Schools in Cipatujah in July – August 2017.

Table 3.6
Research Schedule

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