CHAPTER III
RESEARCH METHODOLOGY

In this chapter, the researcher describes the research methodology. It consists of research design, research subject, research instrument, data collection, and data analysis.

3.1 Research Design

Research design is the researcher’s plan of how to proceed to gain an understanding of some group or phenomenon in its context (Ary et al, 2010: 426). The design of this study is qualitative research. According to Ary et al (2010: 29) qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables, which the goal is a holistic picture and depth of understanding rather than a numeric analysis of data. Meanwhile, Fraenkel and Wallen (2009: 15) state that qualitative research is more concerned with understanding situations and events from the viewpoint of the participant.

The purpose of this research is to get depth of understanding about the kinds of methods of teaching reading used by ESP lecturer and the way they cope with the problem in applying it. Thus, this study used descriptive qualitative, because the researcher did not use numeric analysis of data.
3.2 Research Subject

The subject of this study is an ESP lecturer who teaches ESP reading at the second semester students of English Language Education Department academic year 2017. There are two lecturers of ESP reading and the researcher chose both of them.

3.3 Research Instrument

In conducting the research, the researcher used some instruments, to collect the data. They were observation and interview. Observation was done to answer the research problem number one, while interview was hoped to be able to answer the research problem number two and three.

3.3.1. Observation

The observation was done to get the data dealing with the kind of teaching reading method used by ESP lecturer at second semester student of English department. According to Ary et al (2010: 431) observation is a basic method for obtaining data in qualitative research and the purpose is to understand complex interaction in natural setting.

There are two kinds of observation, participant observation and nonparticipant observation (Fraenkel and Wallen, 2009). Participant observation is the researchers participate in the situation or setting they are observing.
Nonparticipant, in the other hand, is the researchers do not participate in the activity being observed, but rather ‘sit on the sidelines’ and watch. They are not directly involved in the situation they are observing.

In this study, the researcher chose non participant observation. The researcher sat down in the back seat during the class activity. The methods to collect the data during observing are by taking field note, and taking a picture. Thus, by conducting the observation the researcher got the data more accurately since he could see the true phenomenon that happened in the classroom.

3.3.2 Interview

The second instrument was interview. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations (Ary et al, 2010: 438). It is supported by Fraenkel and Wallen (2009) interview is an important way for a researcher to check the accuracy of the data to verify or refute the impression he or she has gained through observation.

There are three kinds of interview, structured interview, unstructured interview, and semi structured interview, Ary et al (2010). Structure interview is scheduled for specific purpose of getting certain information from the subject. Each respondent is asked the same set of questions, but with some latitude in the sequence. Next is unstructured interview, which is conversational type of interview in which the questions arise from the situation. It is sometimes described as a conversation with a purpose. The last is semi structured interview,
which is the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process.

In this study, the researcher used semi-structure interview. The interview was done with the lecturers, who teach reading for specific purpose at second semester students of English Language Education Department. This interview was conducted to gain the data related to the second and third research problem, and to check the accuracy data from the observation.

3.4 Data Collection

In this study, observation and interviews were used to collect the data. The observation was conducted to know the teaching methods used by the ESP lecturers at the second semester student of English Language Education Department. The observer came into class six times for three weeks. Then, the observer made a field note in every meeting from the beginning of the activity until the class ended. After that, the interview was conducted to get the data more accurately, and to verify what had been observed. The interview was conducted after finished the teaching and learning process in the University of Muhammadiyah Malang and it recorded.

3.5 Data Analysis

In this study, the researcher used descriptive qualitative data analysis; the analysis was done in the following procedures.
1. All of data that had been collected from observation and interview were classified according to the problem researched.

2. Describing the teaching method used by ESP lecturer in teaching reading at second semester students of English department

3. Transcribing the result of the interview in the form of notes.

4. Drawing conclusion.