

CHAPTER III

METHODOLOGY

This chapter elaborates ways of collecting data from the field through documentary review, observation, and interview. These techniques are quite appropriate with this case study to gain essential information relevant to the topic. The starting point for this section is considering research site and participant of the study, research design, data collection techniques, and data analysis.

3.1 Research site and participant of the study

This study was conducted at one private university in Sumedang, which is located on Jalan Angrek Situ No. 19 Sumedang. Actually, this institution has two level degrees like diploma and graduate degree. In diploma degree, literature is given only two credits in the subject 'Introduction to English Literature'. Meanwhile in graduate degree, literature is given eight credits, offered in the subjects 'Introduction to English Literature', 'Drama', 'Poetry', and 'Prose'.

Furthermore, for conducting teaching and learning process, the institution only has two rooms and a simple language laboratory. In addition, its small library was joined together with other institutions which provides uncompleted books and references. Furthermore, the number of students is 150 as a whole, from first year to forth year students.

There were some considerations and reasons why the researcher selected one of private university in Sumedang, as the research site of the study. This institution is a place where the researcher teaches English and literature. The results of the study are expected to help to the policy which will allow for the improvement of the teaching of literature in this institution including models of the teaching of literature, materials, and assessment.

In terms of participant, this study only took two groups of participants. The first group contained one class namely the third years students who were studying literature course, namely the subject 'Introduction to English Literature' in the fifth semester. This class consisted of twenty-five students who were talk-active compared with other levels. It was their first experience in learning literature.

Meanwhile the second group included a lecturer who taught literature in the subject 'Introduction to English Literature, and three students selected based on their level achievements: higher, middle, and lower achievement, as suggested by the lecturer. It was considered that they represented other participant concerning their knowledge and ability on each level. In addition, limited time and tools became important aspects to concern. The lecturer and the students selected as the respondents, were interviewed to check out their consistency between what had been done in the classroom, with what they said in interview.

3.2 Research Design

This study used a qualitative research design particularly a case study. This qualitative research design was considered appropriate in the study, because it allowed the researcher to explore more about the teaching of literature and its problem and solution. Further, this study paid attention to what lecturer and students do in the teaching of literature to be documented and analyzed, which relevant to the characteristics of a case study, as stated by Creswell. (1994, p. 2) and Burn (1994. p. 314).

This case study was divided in two steps, namely major study through long-persistent observation and minor study through interview and document analysis. Observation was administered through long term observation, starting at September 29th to December 19th 2006. Then interview was held twice on January 8th and 9th 2007, that purposed to complete and to check the consistency to what has been found in observation. Meanwhile, documents analysis was analyzed after observation and interview.

3.3 Data Collection techniques

This part clarifies data collection techniques applied in this study, such as: documents analysis, observation and interviews.

3.3.1 Documents analysis

The document analysis in this study were the syllabus of the subject “Introduction to English Literature” in the curriculum of one private university in

Sumedang 2005, the revised-version, and the students' tasks. This document analysis is considered important in this study, as Merriam suggests, that documentary material could be as data which did not much differ from using interviews or observation. (1988, p. 115).

This document analysis aimed to find whether or not there was a consistency between the syllabus demand and its implementation. In analyzing the syllabus and students' tasks, the researcher tried to identify the content of the syllabus, its weaknesses and strength. Meanwhile students' tasks was analyzed to identify the content of the teaching of literature and its problems. This document analysis answered the research question number: 1), i.e. "How is the teaching of literature using reader-response at one private university in Sumedang conducted?" 2) What problems (if any) do the lecturer and students face in the teaching of literature using reader-response approach?"

3.3.2 Observation

Applying observation here meant, to portray what actually the lecturer and students did in the teaching of literature activity more accurately. This observation was functioning as a continuation of preliminary study which had been conducted for more than three months since September 29th to December 19th 2006. In this observation, the researcher's role was as the observer-as-participant which mainly concerned on what the lecturer and the students did in the classroom, and helped to apply reader-response approach.

Then, during observation, the teaching of literature activity always started at ten o'clock, sometimes undertaken on Tuesday and Friday in one of other school's room, because the rooms were full by the first and the second year students at ten o'clock, so the institution borrowed one from another institution. The teaching of literature activity usually was conducted for 100 minutes for two credits. It was divided into three sections namely: first section usually for opening the lecture, second section for discussion and doing activities, and the last for closing the lecture.

Next, during observation, the researcher wrote what the lecturer and students said, and sometimes she did something to help the implementation of reader-response approach, since the opening to end of the lecture (Van Lier. 1988). To attain the inquiry, filed notes, audio-recorder, and camera constituted useful instrument, so that the researcher could gain the data both verbal and non-verbal communications easily, that might appear during the process of teaching and learning literature. During observation, the researcher also sometimes helped to teach literature when the lecturer came late in order to gain essential information appropriate with reader-response model.

This observation also answered the research question number: 1), i.e. "How is the teaching of literature using reader-response at one private university in Sumedang conducted?" 2) What problems (if any) do the lecturer and students face in the teaching of literature using reader-response approach?" and 3) "How do lecturer and students solve the problems?"

3.3.3 Interview

Interview was taken as instrument for collecting data which aimed to gain the information missed in observation and to check the consistency between what the respondents had done during observation with what they had said, and to construct more valid data gain from the respondent (Alwasilah. 2003). Semi-structured interview was a kind of interview taken by the researcher to give freedom to the participant in responding to the questions themselves. This interview was indicated to four people, including: a lecture of the subject 'Introduction to English Literature' named Mr. UP, and three students 'NN', 'RAG', 'DH', selected based on their involvement and their level achievement in teaching and learning literature process as the lecturer's recommendation.

Then the interview was administered in the researcher's room, so that the respondents would reply more comfortably and feel secure. It had been conducted twice, namely on 8th January 2007 at ten o'clock to the lecturer, Mr. UP, and on 9th January 2007 to three respondents, NN, RAG and DH at one o'clock p.m. Each respondent spent less than an hour after they followed the lecture. During the interview, the researcher provided tape-recorder to record and transcribe what the respondent said.

This interview data was intended to answer the research question number 1), i.e. "How is the teaching of literature using reader-response at one private university in Sumedang conducted?" 2) "What problems (if any) do the lecturer and students

face in the teaching of literature using reader-response approach?” and 3) “How do lecturer and students solve the problems?”

3.4 Data Analysis

As Cresswell (1994, p. 153. in Tesch, 1990) asked since there is no “right way” for analyzing data, the data gained in the study were analyzed eclectically. What the researcher did in analyzing data, will be discussed in the following steps.

Data taken from documents analysis was analyzed by collecting the syllabus and students’ tasks, then, they were identified to find the content and its problems. Furthermore, data from observation was analyzed in steps: first, the data were categorized into central themes, as suggested by Van Lier (1988) relevant to the research question. Second, the data were analyzed to answer the research questions. Similarly the data from interview were analyzed in steps. First of all, the researcher transcribed all the data from the recording. Second, the researcher categorized the data into central themes (Kuale. 1996), relevant to the research questions.

Third, the researcher presented the interview data in a condensed version of interview data. Fourth, the researcher tried to interpret the data, comparing what the participants said with what the theory says, as presented in chapter II, particularly to do with the teaching of literature, as suggested by the reader-response theory, problems and solutions for the problems.

Concluding remark

This chapter has presented the research methodology applied in this study. It has elaborated the way the researcher did and presented data obtained in this study.



