

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses how the study was conducted. It explains the selected research design and its justification, the research site and participants, the data collection techniques and the data analysis procedures. The chapter is begun by presenting a survey as a preliminary study which was previously conducted by the researcher. The preliminary study was intended to measure the EFL young learners' knowledge of poetry and their prior attitude toward it.

3.1 Preliminary Study

The preliminary study was conducted to measure EFL young learners' knowledge of poetry and their attitude toward it. Poetry here is not specified only as children poetry written in English but poetry in general including which is written in Indonesian language.

Survey was chosen as the preliminary research design. 13 sixth graders from two state elementary schools in Bandung City were selected as participants including 5 boys and 8 girls. They were between 11 to 12 years old. The data was obtained by employing a questionnaire which was given to each child. The questionnaire (see appendix 17) consists of three sections. The first section asks about children curriculum vitae while the second and the third consists of 15 questions to investigate the EFL young learners' experience and knowledge of poetry. The questionnaire includes open-ended questions and close-ended questions respectively for part B and part C.

Below are 15 question items asked to the EFL young learners through the questionnaire. The statements were taken from Sloan (2003:51).

Open-ended questions:

1. Poetry to me is
2. Poems make me feel

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3. Writing poetry is
4. Reading poetry is
5. Talking about poetry is
6. These are the kinds of poems I know
7. My favorite poet is
8. My favorite poem is

Close-ended questions (answered by yes or no):

1. I enjoy reading poetry.
2. I enjoy listening to poetry.
3. I enjoy writing poetry.
4. I enjoy talking about poetry.
5. I own poetry books.
6. I check out poetry books from the library.
7. I read poems mostly in school.

The survey result shows that the EFL young learners knew relatively little about poetry. When they were asked about their own definition of poetry, 3 of 13 children could determine that poetry is one of literary works. What makes interesting is that most of them described poetry by expressing their perception and feeling through the adjectives ‘beautiful’, ‘enjoyable’, ‘memorable’, and ‘meaningful’. However, the children could not mention the kinds of poetry. They also could not tell their favorite poets and poems. Almost all respondents did not know the names of poet and the title of poems except one boy who wrote that his favorite poet was Chairil Anwar with his poetry entitled *Aku*.

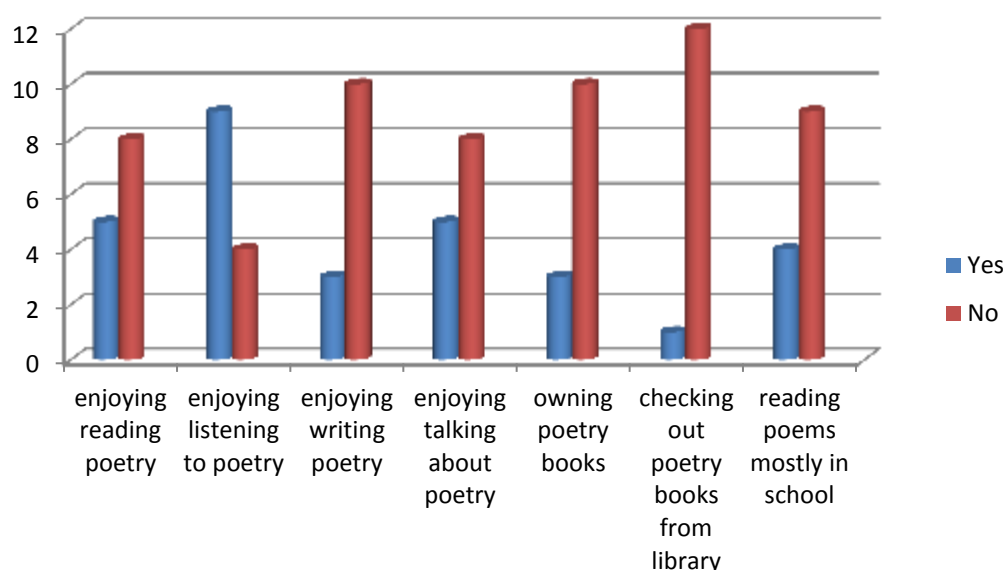


Figure 3.1

The result of preliminary study of the EFL young learners' attitude toward poetry

The figure above shows that the children's attitude toward poetry was unfortunately negative. Most of them did not like reading, writing, and talking about poetry. The only one activity with poetry that gained a lot of positive appreciation was the activity of listening to it. They mostly revealed that poems made them feel positive such as happy and calm while they listened to it. The negative responses probably were caused by the fact that the children were distant to poetry. They did not own poetry books and did not check out poetry books from library. They even did not read poems in school.

To conclude, the EFL young learners were still distant even to poetry written in Indonesian language. Their attitudes toward poetry also tended to be negative. Such situation might be influenced by limited experience with poetry.

3.2 Research Design

The research is a qualitative study. Alwasilah (2002:60) explains qualitative approach is best suited for the study which employs interactional

mechanism between researcher and respondents. That is why qualitative approach is determined since this study intends to understand the teaching-learning process in the classroom in which teacher gives children poetry to EFL young learners.

Teaching English through children poetry to EFL young learners in Indonesian context seems unfamiliar and little research has been done on it. Although there have been an increasing number of studies done on the use of literature in the language classroom worldwide, this field is still in its infancy (Iida, 2013). Particularly in EFL teaching in Indonesian context, English is commonly brought into the class based on the expressive and transactional function but the poetic mode seems rarely to be introduced. Young learners has interacted with many functional texts, yet literary texts including poetry are seemed neglected. For this reason, the instruction of teaching English to EFL young learners through children poetry needs to be presented. Therefore, besides learning English, the young learners experienced the expression, creativity, and imagination through the poetic function of language.

The description above directs to a decision that a suitable research design to be employed in this study seemingly should go to exploratory research. The goals of exploratory research are to discover new insights, ask questions, and assess phenomena in a different perspective (Adams & Schvaneveldt, 1991; Stebbins, 2001). The purposes are just in line with the objectives of the study. Parallel to qualitative approach, exploratory study is conducted to provide a better understanding of a situation by providing rich description, meaningful information, or even definitive explanations. Just like this study which attempts to explore the process of teaching English to EFL young learners through children poetry, the specific purpose is to satisfy the curiosity regarding the teacher's role, material selection, classroom tasks and activities, instructional interactions, and the students' responses related to the teaching-learning process. Thus, a teaching methodology combining EFL and poetry study that might be used in the later can

be built, and recommendations regarding the likelihood of continuing with additional research on the topic can be made.

Exploratory studies typically involve three components: a review of literature, discussion with experts, and involvement with case studies (Adams & Schvaneveldt, 1991:104). Furthermore, exploratory research is not designed to come up with final answers or decisions. Through the preliminary information, the researcher hopes to produce hypotheses about what is going on in a situation (Fox, 2008). Hypotheses are derived from the data obtained by observing a small group of respondents by using purposive sampling. It also suggests in-depth interview to be conducted to see how the young learners react to their learning.

3.3 Research Site and Participants

The research took place in an informal situation. An EFL class in which children poetry becomes the main learning resource was arranged. Thus, a syllabus was developed, lesson plans for eight meetings were written, poems were selected and compiled into a children poetry anthology for EFL young learners, the presentations were composed and the other learning facilities such as classroom, projector, computer, and loudspeaker were prepared.

Furthermore, a group of EFL young learners were invited by the permission of their parents and their willingness. Gaining children's consent to join a research as participant is their right and should become a main consideration (Adriany, 2013). Therefore, a consent-letter was sent to all participants. By signing the consent, the children and their parents agreed to join the eight meetings of learning English through children poetry, that their classroom activities were thoroughly recorded, and to be interviewed. The participants who involved in the research were assured of their confidentiality and pseudonym.

There were nine sixth graders from two state elementary schools in Bandung of the age 11 to 12 years old as the research participants. Kurniasih (2011) proposes that in the last level, students can be encouraged to begin to manipulate language and express themselves in a much more personal way. Personal means that the EFL young learners can be set to communicate their thoughts, ideas, and feelings related to poetry presented and topic discussed. Moreover, children at their age reach formal operation stage in which they are biologically able to think beyond the immediate context (Piaget in Pinter, 2006). It makes them possible to develop ideas more than the surface of poetry which is represented by the written words.

The researcher selected the EFL young learners as the participants for they previously had been taught for one year by her. Besides the access reason, the setting was beneficial for at least the researcher could make sure that the participants were ready enough to receive poetry as learning material. Moreover, personal situation requires a good rapport between the researcher and the students. The classroom interaction should be observed and students' responses regarding their learning should be obtained. At least, both the researcher as teacher and the EFL young learners have been familiar to each other, which facilitated the process of data collection.

Here in this study, the researcher played two roles, as the researcher and as the teacher at the same time. She herself conducted the teaching. The decision was taken for she needed to make sure that the research concept was done properly as the plan. Misunderstanding on the teaching concept is possible if another teacher takes over the plan. Moreover, Malik (2008) suggests teachers to conduct action research in which they will play double roles as teacher-researcher since they have a well-placed stance to evaluate the effectiveness of educational innovations and the various aspects of teaching and learning.

However, he mentions a dilemma in which through his experience of conducting a qualitative research as a teacher-researcher he sometimes finds it difficult to become an observer with a non judgmental, distanced viewpoint. Therefore, to minimize the research result from bias the researcher should be open, probing, and seeking the why, how, what, and where (Adams & Schvaneveldt, 1991:104) during conducting the study. Therefore, the gaining of new perspectives on the process of teaching English to EFL young learners through children poetry can be maximized.

The study which places a researcher as a teacher shows its growth. Particularly in regard with the study of using literature in English language teaching (ELT), this kind of research is hefty. Mostly, the researchers try to expose the importance of using literature in language teaching and to offer the methodological instructions of using literature as a learning material based on their personal experience of conducting the class. The following are the examples.

1. Costello (1990) promotes the use of literature in ESL writing classes to address student's literacy by integrating reading and writing activity. She depicts how she incorporated literature in her writing class.
2. Riverol (1991) describes her personal experience gained from teaching EFL to adult Spanish speakers by using literature to examine the place of literature in EFL class and the enrichening effect both from a cultural and linguistic viewpoint.
3. Llach (2007) proposes the classroom activities which can be practiced by using the poem entitled 'The Waste land' in ESL classroom.
4. Cruz (2010) gives an example of how he incorporated literature and culture in an intermediate English language class in which he took into account Rosenblatt's concept of efferent and aesthetic reading as well as some concepts of Byram's model for Intercultural Communicative Competence.

5. Yavuz (2010) suggests English teachers practical ideas about how to integrate the experience of writing poetry as a tool of teaching English especially to young learners and beginners.
6. Yeasmin, Azad, & Ferdoush (2011) conducted a study which aims to emphasize the effectiveness of using literature in EFL classes through a case study on the project 'Readers' Development Program' of the British Council, Bangladesh.
7. Utami (2012) suggests some practical considerations of using poetry in EFL teaching of all educational levels in Indonesian context.
8. Smith (2013) describes the importance of imposing creative writing in second language learning. She shows evidence from her personal experience of conducting a creative writing course for Japanese university students.
9. Addison (2013) outlines educational methodology that might encourage Japanese university students to apply Post-Colonial and Reader Response criticism to both authentic texts and graded readers, based on his experience with his ELT reading class.

3.4 Data Collection Techniques

The collection procedures are based on Creswell (2003:185-8). Several techniques were used to obtain data namely non-participant observations, video recording, document collection, and in-depth interviews. Furthermore, there were five instruments of data collection namely non-participant observation forms, field notes, checklists of children's responses to children poetry, files of teaching and learning activities, and interview protocols.

3.4.1 Non-participant observations

Non-participant observation was conducted to gain the data. The researcher collaborated with an observer who understands the field of EFL

teaching in general and the literature teaching in specific. A non-participant observer was involved to maintain the objectivity of observation result since the researcher as teacher played double roles. The jobs were divided. The non-participant observer investigated the teacher's role, classroom activities, and the EFL young learners' involvement.

An observational protocol was provided (see appendix 1). It included 28 statements namely: 11 indicators of teacher role, 10 indicators of classroom activities, and 7 indicators of students' involvement. All indicators were summarized from the theoretical framework.

3.4.2 Video recording

As the researcher took the teacher role at the same time, it was difficult for her to interrupt the teaching-learning process by taking note of whatever unusual data noticed at the classroom. Therefore, video recording was employed to capture every important detail of the teacher's and students' behavior. As the study also sought for the EFL young learners' responses to children poetry brought to the class, videotape equipment was valuable to capture nonverbal responses beautifully. Thus, the researcher did not lose the track of evidences.

The researcher did not employ a cameraman to shoot the scene for his presence seems disturbing the students' concentration while studying. Therefore, it was important for the researcher to place the videotape at a proper spot in which it was able to capture whole parts of the classroom and does not lose the details of activities happened.

Taking video of children during the research session is potential to disturb their privacy and confidential. Adriany (2013) states that asking for the young learners' permission is urgent (Adriany, 2013). Therefore, the consent-letter was delivered to the children before the class began including the point of agreement to be recorded while they were studying.

By watching and re-watching the videos taken along the class, the researcher took field-notes on the behavior and activities of the young learners at the research site. In these field-notes, she recorded the phenomena which were captured in an unstructured way and added comments for each event. Besides field-notes, a checklist to recognize the young learners' responses to children poetry was used. The checklist contains 18 statements which represent two types of response in general – verbal and nonverbal. The statements are derived from theory of responses to literature from Kuhn (1966), Huck, Hepler, & Hickman (1989), and Lynch-Brown and Tomlinson (1999).

3.4.3 Document collection

During the process of the research, the documents of syllabus, lesson plans, poetry as learning material, and every single of students' works were gathered. Those were valuable data sources to answer the couple of questions of this study.

Files of syllabus and lesson plans provided a model of instructional methodology of embedding children poetry to the program of teaching English to young learners (TEYL). The materials, especially those which were students-self selected, identified the children's interests and preferences about poetry. Documents of the young learners' work such as pictures they drew, poetry they wrote, and other classroom tasks revealed their creativity, responses and comprehension to the poetry.

3.4.4 In-depth interviews

In-depth interviews were conducted as a means to obtain students' responses to the EFL learning through children poetry. These interviews were conducted face-to-face between the young learners and the researcher. Each child was asked to join the interview in turn. Each interview was tape-recorded.

In the interviews, the researcher should also consider the balance of power-relation between her and the children (Adriany, 2013). Moreover, Kirk (2007) suggests that children should control the tape-recorder. He further explains that it is the child who decides when an interview should be started and when it should be stopped. Thus, the researcher asked each child whether they want to control the recorder or they allow the researcher to do it.

The interviews involve semi-structured and generally open-ended questions that are few in number and intended to elicit the young learners' views and opinions. An interview protocol was provided including a heading, opening statements, the key research questions, a space for recording the interviewee's comment, and a space in which the researcher records reflective notes. Since the interviews were semi-structured, this design allowed the researcher to ask follow-up questions. The following are fourteen key questions which are intended to invite talk. They try to investigate young learners' response and attitude toward the instructions and the learning materials.

- 1 What do you like about your English language learning through poetry along this time?
- 2 Do you like to listen to poetry reading? Why do you (not) like it?
- 3 Do you like to read poetry? Why do you (not) like it?
- 4 Do you like the activity of poetry writing? Why do you (not) like it?
- 5 Do you like to discuss about poetry in the classroom? Why do you (not) like it?
- 6 In your opinion, what is poetry?
- 7 Can you mention the types of English poetry that you know?
- 8 Besides in the classroom, do you read poetry in your house?
- 9 After reading, listening, and discussing many poems, who is your favorite poet? Why do you like him/her?

- 10 After reading, listening, and discussing many poems, do you have favorite poem? Can you tell me the title?
- 11 What do you like about the poetry?
- 12 What do you notice about it?
- 13 How does it make you feel?
- 14 What does the poetry make you think of?

3.5 Data Analysis

Before breaking down the steps of data analysis, it should be noted that the process of data analysis was ongoing. It means that the step was not sharply divided from the other activities in the process. It went hand in hand with data collecting. The data analysis involves the following steps adapted from Creswell (2003:191-5).

- 1) Organizing and preparing the data for analysis

This involved assembling data from non-observation forms, checklists for students' response toward the poetry, and students' works, and typing up field-notes and transcribing interviews.

- 2) Reading through all the data

The step aimed to obtain general sense of the information and to reflect on its overall meaning.

- 3) Coding the data from all sources

Coding is the process of organizing the material into chunks before bringing meaning to those chunks. It involved taking text data, segmenting sentences into categories, and labeling those categories with a term, often a term based in the actual language.

- 4) Generating a description of the setting or people as well as categories or themes for analysis

This step was done by using the coding process. The description involved a detailed rendering of information about people, places, or events in the setting. The themes were also derived. They displayed multiple perspectives from individuals and were supported by diverse quotations and specific evidence.

5) Representing the description and themes in a narrative passage

In this step, the detailed discussion of several themes complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations was presented. It also conveyed descriptive information about each participant in a table.

6) Making an interpretation or meaning of the data

In this step the researcher made personal interpretation, couched in the individual understanding from her experiences. The interpretation was also derived from a comparison gleaned from the extant theories. In the final, this step suggested hypotheses of this study.