CHAPTER III

METHODOLOGY

In order to answer the research questions from Chapter I, the technique for conducting the study and a description of the research process were presented in this chapter. The research design, site and participants, data collection method, and data analysis were the four primary components of the investigation that were covered in this chapter.

3.1 Research Design

This study was aimed to identify how online critical literacy program supports students' critical literacy ability. Additionally, the study was aimed to find out the students' opinions toward the teaching and learning of critical literacy in online learning and discuss specific concerns regarding the potential implementation of this approach in Indonesia.

In line with the purposes, this research employed a qualitative approach. As stated by Best (1970) (as cited in Cohen, Manion, & Morrison, 2007), similar to this study, qualitative research reveals information about a person's viewpoint, belief, and attitude toward a situation, either past or present. Qualitative research also tries to analyze phenomena as it develops in that environment. In order to avoid manipulating, controlling, or removing variables, qualitative researchers instead strive to let the participants drive the change based on their own reflections, much as they would in a natural setting (Patton, 2002). Additionally, by carefully examining the participants' behaviors, surroundings, and views, qualitative researchers attempt to comprehend the participants' worlds and the meanings they assign to their circumstances (Radnor, 2001). Through the use of direct quotations in this investigation, participants' voices and viewpoints are heard in order to record their thoughts and experiences as they were perceived in their own words (Fajardo, 2016).

The qualitative approach was used in this study since it clarifies the findings and the participants' issues while engaging in observational activities and conducting interviews (Creswell, 2009). When teachers, and students are present in a single classroom or school setting, qualitative design is not only suitable but also vital (Anderson & Herri, 2009).

An effective method for this research was a case study that narrates the problem from the perspectives of real individuals in the real setting without any interventions in order to explore the process of analyzing students' process in English learning using critical literacy in online learning (Cohen et al., 2000). A case study method was chosen because it concentrated on a single educational experience or practice (Freebody, 2003), i.e., a teaching program in which the researcher served as teacher (Stake, 1995). Additionally, case studies use a variety of data gathering and analysis techniques (Freebody, 2003) that are intended to increase credibility and produce more thorough and comprehensive assessments of the educational method used in this study, as stated in the purpose of the study above.

Furthermore, the participants received no special treatment to reveal the condition that had existed in relation to the problem. Without the researcher's interference, these endeavors tried to describe the participants' thoughts and opinions about the phenomenon. The information gathered through papers and interview findings was then examined descriptively.

3.2 Research Site and Participants

This study was conducted at one private secondary school in Bandung, Indonesia. The school was chosen due to the additional English subjects such as conversation practice class and IELTS in their curriculum. Therefore, the implementation of critical literacy practice was feasible.

Also, the school was chosen to the accessible for the research in terms of administration. Furthermore, this study involved several participants. To enrich the research of critical literacy, the participants in this research was a little bit different from the other research. The participants were students in grade ten of senior high school that consist about 15 students. The participants were chosen due to their deep exposure of English in the selected school. In addition, the material presented in the tenth grade of Indonesian English curriculum in the second semester can be implemented with critical literacy.

3.3 Data Collection

The researcher has to gather some information in order to accomplish the purpose of the study. According to Nunan and Bailey (2009), there are numerous ways to collect qualitative data for second and foreign language studies. In this study, the data collection

techniques were divided into four. The researcher conducted class observation, interview, students' reflective journal, and students' written work samples to obtain information regarding the implementation of critical literacy in online classroom. Throughout the data collection, the researcher acted as a teacher and researcher. To avoid bias, the respective teacher from the chosen class was involved during the data collection. Thus, three different kinds of data collection were elaborated as follow.

3.3.1 Classroom Observation

Observation presents accurate data and a genuine situation (Cohen et.al, 2007). Information on the participants' retrieved behavior was learned through observation (Creswell, 2009). The purpose of the observations was to learn more about specific instances of critical literacy that took place in the class and crucial moments that the participants displayed. The researcher served as an observing participant. Participant observation was used to document the behaviors, responses, and interactions of the students as well as to infer what they were thinking and experiencing (Saldana, 2011). Therefore, the data collection had a phase of teaching in which the researcher did a participant observation for 7 weeks. In each week, the observation was done for 90 minutes.

The observation was done by taking a video, taking photos, and writing field notes and observation checklist from the activities during the lesson. Video taking was chosen because it helped the researcher to review it privately to supplement and elaborate on written fieldnotes, to quote more precisely what the students said, and to document any exchanges of dialogue for more extensive analysis (Saldana, 2011)

The four dimensions model and the four resources model of critical literacy from Van Sluys et al. (2006) and Luke & Freebody (1990; 1999) were adapted into the observation checklist because the goal of the observation was to gather critical literacy elements that occurred in the classroom and to gather critical moments demonstrated by the students. The observation checklist was as followed.

No	Critical Literacy Aspect	Is it evident?	Not evident	Examples of students' responses
1	The students understand and apply the basic elements of written texts, such as the alphabet, word sounds, spelling, grammatical norms, and text and sentence structure patterns.			
2.	The students elicit their past experiences and/or prior knowledge to help them make connections to the text.			
3	The students are aware of and employ the social and cultural purposes of reading and writing.			
4	The students can recognize different points of view in the text and comprehend that texts are not objective, that they express certain viewpoints and omit others, and that their discourses and designs can be criticized and changed.			

3.3.2 Interview

Interviews were another method utilized to gather the data in this study. It gathers more data from participants than can be obtained from other instruments and gives people the chance to share their interpretation (Creswell, 2009)

According to Creswell (2009), conducting interviews involves a number of processes; 1. choose the interviewees using the deliberate sampling; 2. capture the entire interview, including all of the inquiries made by the researcher; 3. Summarize the key takeaway from the respondents' comments; 4. Maintain the interview's flow and stick to the questions.

The purpose of interview in qualitative research is to find out what participants think or how they feel about something (Fraenkel & Wallen, 2009). Therefore, this was appropriate instrument to answer second question of the study. Interviews were intended to reveal participants' responses to their engagement with a critical literacy in English subject and to identify any difficulties and benefits the students have experienced. The interviews were be intended to verify classroom observation data related to how students respond to the teaching of critical literacy in online learning.

Semi-structured interviewing was the format used. It is intended to enable participants to provide information on interesting, developing issues. Semi-structured questions can be incorporated into more structured protocols, giving participants the opportunity to provide information beyond that provided by the formal questions while also enabling the researcher to go back to the formal questions once the participant has responded.

The interview questions were modified from Gustine's (2014) research on the application of critical literacy, which makes reference to Lewison et al framework of four dimensions model (2002). As a result, the following eight predefined questions were delivered to the participants (Cohen et al., 2000):

1. Describe your experience with critical literacy in an online English class in general.
2. What difficulties did you face when taking critical literacy-based online lessons? Why?
3. Which learning process is most beneficial for the development of critical literacy?
4. In what ways did your online education in critical literacy increase your motivation to learn English?
5. How does your use of critical literacy help you develop more critical thinking?
6. What do you hope to learn in your online English lesson about critical literacy?
7. What additional advantages did critical literacy give you?
8. What recommendations do you have for this online educational program about critical literacy?

The purpose of the online interview with the interviewee was to understand more about how critical literacy is implemented in online learning. The second research question "What are the students' opinions toward the teaching and learning of critical literacy in online learning?" was also addressed in the interview.

In order to prevent data loss and to enable a later transcription and in-depth analysis of the interviewees' verbatim statements, the researcher informed the interviewees before the interview what would be discussed, how pseudonyms would be used in the research report, and that the interview would be tape-recorded. The students were given the opportunity to speak in Bahasa Indonesia when they were having trouble expressing themselves during the interviews, which were conducted in English.

3.3.3 Students' Reflective Journal

After each lesson, the students had to complete a reflective journal. This study employed reflective journals to examine students' critical reflections (Izadinia & Abednia, 2010; Emilia, 2005). The purpose of the reflective journal was to inform the researcher about the challenges and interests of the students. Reflective journal writing is also seen as a beneficial exercise that has the potential to enhance critical literacy skills and self-reflective EFL writing skills (Ghahremani-Ghajar & Mirhosseini, 2005, in Gustine, 2014). In this study, the students were asked to write a reflective journal about what did they do in the meeting, what activities that were interesting for them as well as the least enjoyable activities and how did they feel throughout the meeting.

3.3.3.4 Students' Written Work Samples

Students' written work samples in this study consist of their written responses to the narrative texts in the form of picture books entitled *Click Clack Moo: Cows that Type* and *Smoky Night.* To respond the texts, the students were required to write a persuasive letter based on the story of *Click Clack Moo: Cows that Type* and infer the meaning of the text based on the story of *Smoky Night*. Finally, they were required to draw a comic strip based on the story of *Smoky Night.* Data from the students' written samples was used to assess how well they had developed their written English as a result of the online critical literacy program.

3.4 Data Analysis

Several analytical frameworks that were appropriate to the study's aim were used to analyze all the data. The four dimensions model of critical literacy (Lewison was the framework that was used in the study.

The framework for thematic analysis put forward by Robson (2013) was utilized in this study, particularly for the information gleaned from the interview. To identify recurring trends, the data were transcribed and read again. By assigning comparable codes to related extracts, the data were initially coded. The codes were categorized into various themes in order to identify themes based on the codes. Following that, primary themes and their subthemes were developed. By observing patterns, concepts, and associations, the data were interpreted.

As mentioned above, the four dimensions model of critical literacy by Lewison et al., (2002) and the four resources model by Luke and Freebody (1997) were used to assess the students' oral and written responses to the critical literacy teaching that was applied in the online class. Based on the literature review, the four dimensions model has four components that will be used as analytical categories: disrupting the commonplace, considering multiple viewpoints, focusing on sociopolitical issues, and taking social actions.

3.5 Research Procedure

This study comprises several steps in collecting the data as follows.

1. Asked for ethical permission to the principal to conduct the research at the selected school.
2. Sent the consent form to the students.
3. Obtained students' consent form.
4. Conducted the research by teaching the students and doing observation.
5. Analyzed students' reflective journals
6. Determined the representative of the students to be interviewed.
7. Interviewed the students based on the predetermined question.
8. Analyzed the students' responses based on the interview.

3.5.1 Results on Consent Form

Before the teaching program was conducted, the researcher distributed a consent form through Google form (see Appendix 1). On the consent form, the students informed that they were participated in the project including details of being observed, sitting a reflective journal in each of the lessons, attending English classes, and involving in interviews. The students also informed that all of the lessons will be videotaped, the interviews will be audio-taped, and their names will be referred to by pseudonyms. Finally, they reaffirmed that whether they participated in the research or not had no bearing on their evaluations or grades.

Out of 15 students in the classroom, 14 students agreed to participate in the teaching program, followed by their signing of a consent form.
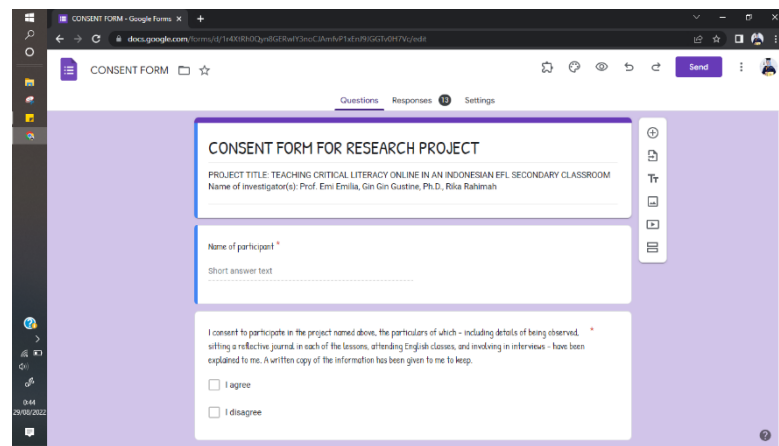
Figure 3.1 Consent form sent to the students

Figure 3.2 The responses obtained from the consent form

As mentioned before, out of 15 students, 12 students agreed to fully participate in the teaching program as well as the data collection process. Meanwhile, the rest of three students agreed to participate, however, they agreed to involve only in the teaching program and they refused to take part in the individual interview.

3.6 Ethical Considerations

For the duration of the study, the following ethical considerations will be implemented in accordance with those provided by Polonsky & Waller (2018):

1. Students' rights to respect and safety will always be upheld.
2. Each participant in the study will be free to withdraw at any moment during the data collection procedure because participation is optional.
3. The study's research data will be kept private at all times.
4. All students will receive an explanation of what they are expected to perform during the observation and interview before the data collection process begins.
5. The researcher will also get the students' consent before using a pseudonym name in the research report.

As to the matter of how the answers will be used, no information will in any way be available for any commercial or non-scientific purpose. Neither will these be used as a basis for any decisions affecting the individual participant.

3.7 Conclusion

This chapter outlined the research design, site and participants, data collection methods, data analysis, research procedure, and ethical consideration in this study. The coherence of the case study with the study demonstrates how well it mirrored the research study. Additionally, case studies use a variety of data collection and analysis techniques (Freebody, 2003) that are intended to increase the trustworthiness and produce more thorough and comprehensive assessments of the teaching program used in this study, as mentioned in the purpose of the study above.

In this case study research, the research questions aimed to expand the understanding about the learning process with critical literacy over the course conducted online as well as to investigate students' perceptions toward the online learning process with critical literacy. Therefore, to answer the research questions, three data collection were selected – observation, interview, students' reflective journal, and students' written work samples.