CHAPTER III
RESEARCH METHODOLOGY

3.1 Introduction

Chapter 2 has discussed the relevant literature of this study, including the notions of critical literacy, basic principles, models, stages benefits as well as challenges for implementing critical literacy teaching program. This chapter provides a detailed delineation of the research methodology. The discussion begins with the research questions and is followed by an explication of the research design, setting, participants, data collections and analysis.

This study was conducted as an attempt to identify and describe the impact of a critical literacy teaching program in eighth grade of junior high school in Bandung. Besides, it is also aimed to find benefits as well as challenges during the implementation of critical literacy teaching program. Based on the purpose of this study, the study addresses the following research questions:

1. How does the teaching program which incorporates critical literacy assist students to be critically literate?
2. What benefits and challenges are found during the implementation of the teaching program?

3.2 Research Design

Relevant to the research question above, this study can be categorized as a qualitative study. It is because the study aims to answer the questions ‘how’ or ‘what’ and generate words instead of number, as data for analysis (Patton & Cochran, 2002; Lodico, Spaulding, Voegtle, 2010). In addition, in this study, the researcher created and implemented a teaching program as the main data source of this qualitative study. During the teaching program, the researcher taught and observed assisted by two other observers. The two other observers assisted the researcher to observe and assess.
the implementation of this teaching program in order to be aligned with the objectives of this study. It is in line with Nunan (1992, p. 185), who states that an assessment in an ongoing program is valuable to help the researcher control the teaching program so that the objectives of the study can be obtained more effectively.

This study also employed a case study as its framework because it was carried out in a single case (Cohen, et.al, 2007, p. 85; Punch, 2009, p.120). In this way, the study focused on investigating one case concerning the incorporation of critical literacy (CL) in one class of one junior high school. It is in line with the statement that a case study refers to an in-depth study which investigates an implementation of a particular theory or method which has not been much known in the certain case (Silverman 2005; Cohen, et.al, 2007, p. 85; Punch, 2009, p.120). As critical literacy has not been widely known and implemented in Indonesian junior high school, the case study was conducted to portray the implementation of critical literacy in one junior high school in Bandung. Furthermore, this study employed multiple data sources and multiple data collection techniques, which were identified as the characteristics of the case study (Cohen, et.al, 2007, p. 85; Punch, 2009, p.120). The use of multiple sources of data and data collection techniques aimed to gain deeper and more valid data as will be described more detail in Section 3.5 concerning data collection.

3.3 Setting

This study was undertaken in a public junior high school in Bandung. The selection of this school was based on two reasons. Firstly, junior high school was selected because in Indonesian junior high school, critical literacy has not been widely investigated as well as implemented. While in fact, critical literacy is considered important and feasible to be implemented in a junior high school level (Lee, 2011). It has been widely conducted in many countries such as Korea (Jeong, 2012; & Shin & Crookes, 2012).
Secondly, one of the prestigious junior high schools which fall into the first rank schools was selected as the site of the research. It is because this school is potentially likely to have students who are more competitive and have better English proficiency. With these reasons, it was assumed that the students’ English proficiency in this school is above average which could enable this teaching program to focus more on investigating and exploring students’ critical literacy capacity.

3.4 Participants

The participants of this study were 30 eighth grade students in the selected school in Bandung. Grade 8 of junior high school was chosen for two reasons. First, in terms of materials, according to curriculum, eighth grade students were supposed to have learnt more genre texts than seventh grade students. Second, regarding with learning time availability, eighth grade students were considered to have more learning time availability than ninth grade students who should more focus on final examination. By looking into the aforementioned reasons, year 8 provided more possibilities to explore and research the incorporation of critical literacy to the English teaching program.

The participants consisted of 14 male and 16 female students. All participants were between 13-14 years of age with nearly heterogenous backgrounds. The heterogeneity met the criteria of CL teaching perspectives. A class which is potential for CL teaching with a CL perspective can provide an ideal environment to test the students’ capacity in dealing with differences (Janks, 2001 cited in Emilia, 2005, p. 77).

3.5 Data Collection

Data of this research were collected from several sources: classroom observations, students’ reflective journals, students’ reading works, questionnaire,
and interviews with the students. Each method of collecting data in this research is described below.

3.5.1 Classroom Observation

Classroom observation is considered as the main method of collecting data in a qualitative research (Alwasilah, 2000, p.164). It was conducted to enable researcher to gain a clear data regarding particular elements of critical literacy that occurred in the process of critical literacy teaching program. In addition, it also might give a clear description of strengths and challenges found during the implementation of the teaching program. It is in line with Cohen, et al., (2007) who state that the observation offers an opportunity for the researcher to gather ‘live’ data directly and naturally from what is taking place rather than relying on second-hand accounts.

The classroom observations carried out during the teaching program were video recorded, camera, and supplemented with observation sheets and field notes. In this research, the observation was conducted by researcher herself as the teacher participant assisted by two other research observers. The two other observers who also concerned about critical literacy were invited to fill the observation sheets and make some notes about what was happening during the implementation of critical literacy teaching program. It was intended as an investigator triangulation which can promote the more and reliable data since the data divergences between researchers/observers can be minimized by checking one’s against others’ (Cohen, et al., 2007). Additionally, the two observers assisted the researcher in capturing and recording the teaching program, particularly in setting the video recording to get multiple viewing angels. The time schedule of classroom observation is described below.

Table 3.1

Classroom observation, focus of the lessons and methods
<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Focus/ Lessons</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>16\textsuperscript{th} February 2015</td>
<td>Preliminary study: Observing the teaching and learning process to know students’ English competence, thinking capacity, and participation in classroom.</td>
<td>Field Notes</td>
</tr>
<tr>
<td>2.</td>
<td>23\textsuperscript{rd} February 2015</td>
<td>Introducing critical literacy to students. Lesson 1: My Indonesia</td>
<td>Video/ Field Notes</td>
</tr>
<tr>
<td>3.</td>
<td>26\textsuperscript{th} February 2015</td>
<td>Lesson 1 continued</td>
<td>Video/ Field Notes</td>
</tr>
<tr>
<td>4.</td>
<td>2\textsuperscript{nd} March 2015</td>
<td>Lesson 2: Social inequality in Indonesia</td>
<td>Video/ Field Notes</td>
</tr>
<tr>
<td>5.</td>
<td>5\textsuperscript{th} March 2015</td>
<td>Lesson 2 continued</td>
<td>Video/ Field Notes</td>
</tr>
<tr>
<td>6.</td>
<td>9\textsuperscript{th} March 2015</td>
<td>Lesson 3: Natural disaster in Indonesia</td>
<td>Video/ Field Notes</td>
</tr>
<tr>
<td>7.</td>
<td>19\textsuperscript{th} March 2015</td>
<td>Lesson 3: Continued</td>
<td>Video/ Field Notes</td>
</tr>
</tbody>
</table>

### 3.5.2 Students’ Reflective Learning Journals

After each lesson topic, students were invited to write a reflective learning journal that was intended to discover students’ critical reflections (Ortlipp, 2008; Izadinia & Abednia, 2010; Moon, 2010) on the process of critical literacy teaching and learning program. It was beneficial for the researcher to know and reflect about what and how the implementation of the teaching program from the students’ points of view since the reflective learning journal, as mentioned above, can help students “take their time and reflect on their own views and those of others such as their peers’, teachers’ and authors’” (Izadinia & Abednia, 2010). Moreover, in the perspective of EFL teaching context, the use of reflective learning journal is potential as a good writing practice to improve students’ writing skill (Harmer, 2007).
As a matter of fact, it was found that the students were not too familiar with writing the reflective learning journals. Therefore, they had some difficulties in writing them. According to an informal interview, it was discovered that their difficulties dealt with ideas about what to write and problems how to write them in English. To anticipate this problem, the researcher explained and suggested some points of information that could follow the journal. However, not all participants were able to write the reflective learning journal as expected, particularly in terms of data needed. Eventually, the researcher selected nine reflective learning journals for each lesson topic as the samples to analyze in chapter 4. The samples of students’ reflective journals are attached in Appendix.

3.5.3 Students’ Reading Works

The second instrument employed in this research was students’ reading works. They were meant to acquire a clear depiction of students’ critical literacy capacity particularly reading during the implementation of critical literacy teaching program. The students’ reading works consist of students’ answers toward comprehension and critical reading questions given in each lesson topic. This research employed three lesson topics involving My Indonesia, Social Inequality, and Natural Disasters. From each topic, six students’ reading works from high, mid, and low achievers were taken as samples that will be discussed further in chapter 4.

3.5.4 Questionnaire

The third instrument used in this research was questionnaire. The questionnaire adapted from critical literacy self assessment questions developed by Sandretto & Klenner (2011) and it was translated into Indonesian in order to ease students answer the open ended questions given. The questionnaire consisted of five open-ended questions regarding critical literacy that should be responded by students by signing one of the the provided 5 point likert scales and supporting them by
examples (See in appendix). By giving open-ended questions, it is expected that students’ critical literacy knowledge responses can be explored deeply as open-ended questions “can catch the authenticity, richness, depth of responses, honesty” (Cohen, Manion, & Morrison, 2007). The questionnaires were administered at the beginning and at the end of research implementation to identify critical literacy capacity before and after the implementation.

3.5.4 Interview

Interview was the last source of data used in this research. It was conducted with students at the end of the teaching implementation to obtain an in-depth information about what have been implemented from students’ points of view. It is in accordance with Alwasilah’s statement (2000) which states that interview is beneficial to gain the respondent’s deep information. The possibility of having an in-depth information from the interview is because interview enables the interviewer explain or paraphrase the question which is not understood by the interviewee and ask follow-up questions to get deeper information. Additionally, the interviewee can provide historical information (Creswell, 1994; Alwasilah, 2000). Thus an in-depth information can be obtained from the answers as well as responses given by the interviewee.

In this research, the interview was conducted to 15 students that were selected based on their achievements in the class. It was conducted and recorded at the end of teaching program implementation by using English and Indonesian. The two languages were firstly offered to choose by students to make them feel more comfortable and share their responses of interview freely. The interview employed was a semi-structured interview because it provided 10 basic questions regarding students’ perspectives on the critical literacy teaching program as well as benefits and challenges that they got during the implementation. The basic questions had been determined before than were followed up by other questions depending on
interviewees’ responses. This kind of interview is advantageous to give interviewer a great deal of flexibility (Nunan, 1992, p. 149). Furthermore, it might increase the comparability of interviewees’ responses since the given basic questions were similar and the data were more complete since each interviewee’s responses can be explored more by giving them follow up questions (Frankel, et al., 2012, p. 353).

3.6 Data Analysis

The data which had been obtained from classroom observation, students’ reflective learning journals, students’ reading works, questionnaire, and interview were analyzed by conducting identification, categorization, and interpretation. As it has been mentioned in the data collection technique part, triangulation the aforementioned techniques were employed to reduce bias and enhance the validity of data results. The analysis of the data obtained from each instrument employed is described as follows.

3.6.1 Analysis of Data from Classroom Observation

Analyzing the results of class observation was conducted by transcribing the video recording and observers’ observation sheets and field notes. The data were than categorized based on students’ participation, students’ critical capacities, and students’ language competence. The categorization and interpretation data were based on theories presented in chapter two. In terms of students’ critical capacities, the observation was focused on some dimensions of critical literacy presented by Lewison’s model, with certain capacities presented by Sandretto (2011) as had been discussed in chapter two.

<table>
<thead>
<tr>
<th>The Four Dimensions Model of Lewison</th>
<th>Capacities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrupting the common place</td>
<td>Links between text and personal experience/ knowledge</td>
</tr>
</tbody>
</table>

Table 3.2

Focus of Classroom Observation
3.6.2 Analysis of Data from Students’ Reflective Learning Journals

The second document analyzed was students’ reflective journals. There were six students’ learning journals selected based on three categories of students’ levels, low, mid, and high levels. This data which were taken in every week were utilized to support the main source of the data in answering the research questions, particularly in identifying students’ responses about the effectiveness and challenges of the incorporation of critical reading teaching with critical literacy.

3.6.3 Analysis of Data from Students’ Reading Works

The data of document analysis were gained from students’ reading works and students’ learning journals. Students’ reading works were the data of students’ answers or responses toward the reading testing questions which were being equipped to the given texts or videos. The testing questions were given to students for every topic of meetings. The data were then analyzed by critical reading rubric published by CRHS which categorizes the analysis of question answer into three reading main parts: comprehension, interpretation and evaluation. The analysis was supported by relevant theories of critical literacy presented in chapter two. The test was aimed to check students’ critical literacy in reading.
3.6.4 Analysis of Data from Questionnaire

Analyzing the results of questionnaire was conducted in steps by categorizing and calculating students’ answers into percentage to see their points of view toward the implementation of critical literacy on students’ critical reading. After that, the data were interpreted by relating them to the critical literacy theories as described in chapter two.

3.6.5 Analysis of Data from Interview

Data from interview were analyzed in three steps. Firstly, the interview recording was transcribed to obtain the precise and accurate data from the interviewees. Secondly, students’ or interviwee’s answers were categorized into students’ responses regarding the students’ perception of the teaching program including benefits and also challenges of the teaching program, and students’ suggestion about improvement to the teaching program. Finally, the data were interpreted and related to the relevant theories presented in previous chapter.

3.7 Concluding Remark

This chapter has outlined the methodology of doing this study. It elaborated the study design, sample and participants used in this study, procedures of collecting data as well as analyzing the obtained data.