

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the method employed in this research. This chapter also describes the procedures of the study to answer the research questions stated in chapter one. It covers the research problems, research design, research site, data collection, data analysis, and research procedures.

3.1 Research Problems

The research was conducted to investigate several issues related to the implementation of contemporary literacy in English Language Teaching context. To be more specific, these are the research questions:

1. What approaches does the teacher adopt in teaching canonical drama?
2. How does the teacher utilize contemporary texts to mediate students' understanding toward canonical texts?

3.2 Research Design

Based on the research questions and aims, the research used descriptive – qualitative research as its method. Descriptive research would give a detailed profile of an event, condition, or situation through quantitative, qualitative, or mixed method (a combination between quantitative and qualitative). For the current research purpose, qualitative was taken as the main form to describe the characteristics of object-study (Alwasilah, 2002). Additionally, descriptive – qualitative design has an objective to discover the phenomenon that is seen through participant's point of view in its context as well as engaging the characteristic of single case study since it was contained in the small cases and focused on one particular occurrence of educational practice and not be generalized (Creswell, 1994). Thus, the case study, which is in line with descriptive-qualitative design, was chosen in order to get full yet in-depth

understanding of teaching process using contemporary literary texts. It was supported by Bassey (1999, p. 26) who said that:

'Case study' is a generic term for the investigation of an individual, group or phenomenon... As a consequence of this belief, case study researchers hold that to understand a case, to explain why things happen as they do, and to generalize or predict from a single example requires an in-depth investigation of the interdependencies of parts and of the patterns emerge.

Furthermore, the data for descriptive research were obtained through field research and case studies (Strider, 2001). Therefore, the researcher played the role of an observer, who sees all the process occurring in the teaching process. The research itself was involved in an English classroom with the subject *Exploring Drama*. The observation started from the materials that the teacher chose, how the teacher used contemporary texts in the teaching process, what instructions were given to the students, what the students were doing in the teaching process, and the students' responds indicated in every instruction or task regarding the use of contemporary texts to teach canonical drama.

3.3 Research Site

The research took place at one of the state universities in Bandung West Java. Focusing on one subject of English Education class, *Exploring Drama*, the research analyzed and observed the situations in the classroom, both of the teacher and the students. The research took place only in one class that consists of a teacher and forty-six students. The teacher is a professional and experienced in the area of literature. The students themselves were in the fifth semester in a bachelor degree of English education department. The difficulty level of materials and system was lowered compared to the literature class in literature study program because of the nature of drama class in education department. In this department, the students look at literature as a 'resource' (literature-based language teaching) rather than 'learning objects' (literature teaching) (Carter & Long, 1991). Drama classroom was selected as research site because of several reasons. The use of drama raises the students' awareness towards the target language and culture

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APPROACHES IN TEACHING CANONICAL DRAMA AND STRATEGIES IN MEDIATING STUDENTS' UNDERSTANDING OF CANON LITERARY TEXTS USING CONTEMPORARY TEXTS

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(Hişmanoğlu, 2005, p. 62). Additionally, the use of drama is seen as an effective method in today's communication-based, students-centered foreign language teaching. Thus, it can help the students promote their comprehension of verbal and nonverbal aspects of the language they learn (Hişmanoğlu, 2005, p. 64).

Furthermore, based on the syllabus, the class had total sixteen meetings and ten meetings were observed in a semester (the introduction, the tests and the exercises were not observed). The texts that were used are Oedipus Rex (Greek tragedy), Macbeth (Shakespearean tragedy, both play and movies), Am I Blue? (Comedy), The Cherry Orchard (Modern European drama), Trifles (American drama), and Legally Blonde (American movie).

Table 3.1 Exploring Drama Syllabus

Weeks	Topic	Resource
1	Introduction to the course, syllabus overview	The Syllabus
2	Introduction to English Drama: <ul style="list-style-type: none"> What is Drama & Types of Drama How to read a play 	Guth & Rico, p. 945 Flemming, p. 72 Barnett et.al p. 3 http://ehlt.flinders.edu.au/education/DLiT/2001/drama/watdr am.htm Barnet et.al, pp. 16 – 17
3	The Elements of Drama: <ul style="list-style-type: none"> Character and Dialogue Situation, Plot, the Stage Film screening: <i>The Phantom of the Opera</i>	Guth & Rico, p. 947 Barnet et.al, p. 479
4	Genres of Drama: Greek Tragedy Dramatic Reading of <i>Oedipus Rex</i> part I	Guth & Rico, p. 1036 Handouts
5	Dramatic Reading of Sophocles' <i>Oedipus Rex</i> part II Shakespearean Tragedy: <i>Macbeth</i> Video Screening: <i>MACBETH</i> a film by Geoffrey Wright	Guth & Rico, p. 1371

6	<p>Genres of Drama: Comedy</p> <ul style="list-style-type: none"> - Sub genres of comedy - Social world of comedy, comic assertion, comic joy, comic isolation <p>Beth Henly's <i>Am I Blue</i> (1982)</p>	<p>Barnet et. al, p. 264</p> <p>Roberts & Jacobs, p. 1579</p>
7	<p>Dramatic Reading of Beth Henley's <i>Am I Blue</i></p> <p>Genres of Drama: Tragicomedy & Theater of the Absurd</p>	<p>Roberts & Jacobs, p. 1579</p> <p>Barnet et. al, p. 38</p>
8	<p>Midterm Exam</p> <p>*Due date of 1st Commentary Writing on <i>Am I Blue</i></p>	
9	<p>Modern European Drama:</p> <ul style="list-style-type: none"> - Realism and its techniques - Henrik Ibsen & Anton Chekhov <p>Exploring Drama Text: Chekhov's <i>The Cherry Orchard</i> (1904)</p> <p>Final Project: Students one-scene stage performance on selected plays</p>	
10	<p>Dramatic reading of Anton Chekov's <i>The Cherry Orchard</i></p> <ul style="list-style-type: none"> - Orchard as symbol - Feudal remnants, aristocracy, change, motivation <p>Final Project: Students one-scene stage performance on selected plays</p>	
11	<p>American Drama</p> <ul style="list-style-type: none"> - Realism. - Susan Glaspell's <i>Trifles</i> (1916) <p>Final Project: Students one-scene stage performance on selected plays</p>	Cassidy, p. 163
12	<p>Intertextual affiliations of <i>Trifles</i> and modern film</p> <p>Final Project: Students one-scene stage performance on selected plays</p>	
13	<p>From Page to Stage</p> <p>*Due date of 2nd Commentary Writing on <i>The Cherry Orchard</i></p> <p>Final Project: Students one-scene stage performance on selected plays</p>	
14	<p>Final Project: Students one-scene stage performance on selected plays</p>	

15	Final Project: Students one-scene stage performance on selected plays
16	Final Project: Students one-scene stage performance on selected plays

3.4 Data Collection Method

As a single case qualitative research, there were three instruments used in order to collect the necessary data; those are classroom observation, interview to the teacher and document analysis.

3.4.1 Instrumentation

There are three instruments applied in the research, classroom observation, interview, and document analysis.

3.4.1.1 Classroom Observation

Classroom observation was a systematic and planned monitoring process that was purposed to gain the data, stated by Alwasilah (2002, p. 211). It was supported by Kawulich (2005), who said that through observation, the behavior and the meaning attached to the behavior could be well read. That said, the researcher was not engaged in the class activity, only watching and observing, or could be called ‘fly on the wall’ observation. When using ‘fly on the wall’ observation, the researcher has to choose between a ‘secret outsider’ and a ‘recognized outsider’ (Zeisel, 1993, cited in Martin & Hanington, 2012). Moreover, recognized outsider was chosen in this research because the participants were aware of the researcher’s existence in the classroom, without missing the essence of natural that became the focus of descriptive qualitative.

Based on the teacher’s syllabus, classroom observation was conducted for ten meetings in an *Exploring Drama* class. It was designed in order to find out

whether the use of contemporary literature can make students more active and positively involved in the classroom activities. Classroom observation was held once a week in three months. There were ten classroom-observation sessions that took approximately 100 minutes in each session. The observation used camcorder and field notes as tools. The camcorder was placed to monitor and record the events that occurred in the teaching process. It was essential to observe the students' verbal and non-verbal responses, also to record the method used by the teacher.

Furthermore, field notes were also used to give rich and detailed descriptions when the observation was held. The notes were used as an assistance for the researcher when there was something important and the camcorder did not do its job because notes were simpler and faster than the camcorder. Furthermore, field notes must contain seven items that had to be included in field notes, but they also said that method in writing field notes could be very personal, depending on the researcher and the situation (Chiseri, Elizabeth, & Sunstein, 1997). Thus, six items were chosen in this observation, they were, specific time, what happened in the class, what they did, what they said (in quotations), what are the information sources, and the researcher's interpretations through every situation. Each meeting was recorded and later transcribed in order to get the data for the analysis purposes. The transcription was not only about the conversation, but also about students' and teacher's behaviors were transcribed. The notes were used to enhance information on the video transcription in order to get comprehensive and valid data. The described data was presented in appendix 2.

3.4.1.2 Interview

Interview was the next instrument that was used in this research in order to get information from the teacher. The interview focused only on the teacher because the research's main aim was the teaching approach (es). The interview itself had the purpose to gain more information about the 'treatment' and seek the students' response about their feelings or thoughts (Fraenkel & Wallen, 2009). Gall and

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Borg (1983) said that interviews could build relationship and trust between researcher and respondents (students) which would make it possible to obtain data that the other data collecting methods could not acquire. There was only one interview session and was held at the end of the classroom observation (week eight). The teacher was interviewed about why she chose the materials and how the contemporary literary texts were used in the teaching process, why she chose those texts, what were the advantages and the disadvantages in using the materials in teaching process and how she encountered the problems that arose. In the process of interviewing, voice recorder was used to make the transcription more accurate. The full list of the questions and answers about the interview was included in the appendix 1.

3.4.1.3 Document Analysis

In order to answer the research questions, written documents were conducted to collect the data. Written documents were in forms of (1) the subject syllabus; and (2) students' commentary writing. The syllabus was required as a base to answer the research questions. The students' commentary writing was an analysis paper of a specific topic of a play, for example, the students have to focus only on one topic, in this case, analyzing the characteristic. There were ten commentary-writing papers taken from five students, so each students had to write two papers with different topics. The first topic was about a play namely *Am I Blue* and the second topic was juxtaposing two plays between *Trifles* and *Legally Blonde*. Those data were presented in appendix 3.

3.4.2 Procedure

The procedure of analyzing the data was conducted based on the instruments used in the research. First, the data obtained from classroom observation. Second, the data obtained from interview, and the third, the data obtained from document analysis.

3.4.2.1 Analysis Data from Classroom Observation

Gentra Permana, 2015

APPROACHES IN TEACHING CANONICAL DRAMA AND STRATEGIES IN MEDIATING STUDENTS' UNDERSTANDING OF CANON LITERARY TEXTS USING CONTEMPORARY TEXTS

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Because of the method chosen, descriptive qualitative, the research focused on analyzing classroom observation as the main source. Thus, the research adopted some steps elaborated by Dörnyei & Ushioda (2011) in analyzing data from classroom observation:

1. Transcribing the data by transforming the recorded data which was gathered from camcorder and field notes into textual form.
2. Determining which materials might be relevant to the study.
3. Analyzing and classifying the data into categories, divided into the methods the teacher used and students' responses upon the method.
4. Interpreting data from classroom observation to address the study and drawing conclusions.

Moreover, the data was crosschecked to other obtained data through triangulation, which refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings (Bryman, 2003). In addition, validating with the theory in chapter two was also performed during triangulation process.

3.4.2.2 Analysis Data from Interview

The data from the interview was gathered through phone recording (MP3 recording) and field notes. In analyzing the data, there were some similar steps to analyzing the classroom observation used, as explained by Sugiyono (2008):

1. Transcribing the data from the recording into a written text, strengthen by the field notes.
2. Categorizing the data of the interview based on the need and the necessity of the research: the use of contemporary literary texts in an EFL classroom. Moreover, the background of using the materials and advantages or disadvantages that occurred in the teaching process was asked.
3. Interpreting the collected data to answer the research questions.

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APPROACHES IN TEACHING CANONICAL DRAMA AND STRATEGIES IN MEDIATING STUDENTS' UNDERSTANDING OF CANON LITERARY TEXTS USING CONTEMPORARY TEXTS

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Moreover, the data was crosschecked to other obtained data by triangulation, which refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings (Bryman, 2003). In addition, validating with the theory in chapter two was also performed during triangulation process.

3.4.2.3 Analysis Data from Written Documents

The data results were further analyzed and crosschecked by using *triangulation*, as explained by Yin (2011, p. 81), ‘triangulation’s principle is seeking at least three ways of verifying or corroborating a particular event, description, or fact being reported by a study.’ It was supported by Hatch (2002) who said that triangulation is a process of verification or extension of information from other sources. Thus, classroom observation and interview would be considered as the sources. Those sources were matched and compared to see the how the teacher used contemporary literary texts to help the students make sense of canon literature.

3.5 Concluding Remarks

This chapter elaborated the method taken in this research and described the procedures of the study to answer the research questions stated in Chapter 1. The next chapter would discuss the data gathered and analyze the data using the method written in this chapter.