

CHAPTER III RESEARCH METHODOLOGY

This chapter discusses the methodology of the research, which includes an explanation on how the research is conducted. More specifically, it presents the research design, research site and participants, data collection techniques, research procedure, data triangulation, data analysis, and concluding remarks.

3.1 Research Design

This study intends to investigate the approaches employed by the teacher to teaching English through poetry, and the impacts of the use of the approaches on students' literary experience whereby the poetry was used as the media to teach English to young learners. When a research tries to understand a phenomenon, and experiences of the participants, the research can be characterized as qualitative research (Emilia, 2008).

This is a qualitative intrinsic case study due to the fact that the researcher has a personal interest in the case. The qualitative study involves a researcher describing kind of characteristics of people and events or phenomena without comparing events in terms of measurement or amounts, multi-method in focus involving an interpretive, naturalistic approach to its subject matter (Thomas, 1991). It means that the qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them.

The study employed a qualitative study for three reasons. First, the reason is to gain in-depth description. The intention is to retain a particular event, individual, situation or object. Attention is paid to aesthetic features of the case. Hence, the typical focus on a small number of participants is studied in depth over

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time. Second, the data is not going to be used to make a generalization. The unique features of the setting or individuals studied make it difficult to generalize. Therefore, generalizability is an inappropriate standard by which to judge qualitative research. Finally, the qualitative researcher believes there are multiple ways in which the world can be known. The inclusion of multiple perspectives was used to employ multiple data resources.

The data gained from the research was described in an elaborated explanation mostly in the form of words and sentences. The inferences were made based on the findings from the research and were described based on related literature. Consequently, this study was expected to present the approaches employed by the teacher in teaching English through poetry and the impacts of the use of the approaches on students' literary experience.

3.2 Research Site and Participants

The research site was chosen because of three reasons. First, this course used poetry as teaching materials which could not easily find in other places. It was relevant to the context in which this study was conducted. Second, the teacher acknowledged the approaches in teaching literature. It was found from initial interview with the teacher in preliminary study. Third, the course had small class. There were nine students in the classroom. Therefore, in such circumstance, there was no difficulty in observing their activities during classroom observation (Mcmilan & Schumacher, 2001).

The participants of this study were one English teacher and nine six-grade students. The nine students were five boys and four girls whose ages ranged from 11 to 12 years old.

3.3 Data Collection Techniques

This study employed multiple data gatherings over an eight-meeting period. The teacher met her class two times a week. The study was carried out from February 14th to March 8th 2014. The methods used in this study were classroom observations, teacher interview, and document analysis.

Classroom observations were attended to identify the approaches employed by the teacher in teaching English through poetry including teaching procedure and teacher's role in teaching. The researcher took a role as non-participant observer since she was not involved physically and psychologically in the interaction in the classroom (McMillan & Schumacher, 2001). The observations were conducted two times in a week. The detail of classroom activities were videotaped and subsequently transcribed.

Interview was employed to gain in-depth information of the program. Seven questions were addressed to clarify the focus of teaching and the employed approaches. In this study, poetry was used as the primary learning material in teaching English. The focus was to teach English, not to teach literature as the objective of teaching.

Document analysis was used in order to verify the data from observation and interview. The data were documents of syllabus, lesson plan, teaching materials and students' work. Data from syllabus and lesson plan were used to analyze the activities in the classroom. Then, poetry as teaching materials was utilized to investigate the focus of the study.

The poetry was selected under the teacher's guideline by covering three points. First, the topic should be interesting to the students. To cover this point, the survey to measure students' knowledge of poetry and their attitude toward it were conducted by the teacher. The interesting topic would be engaging students in learning. Second, the topic should be familiar. It means that the chosen topic should relate to nature of young learners or resemble their experiences. Third, the

topic should be understandable to them. The teacher avoided using specific cultural viewpoint that may be difficult for young learners.

3.4 Research Procedure

The research was conducted in three steps. First, initial interview with the teacher was conducted before the observation. Second, classroom observation was carried out during the study. Third, the data from documents (syllabus, lesson plan, teaching material and students' work) were collected. After the data from documents were collected, the interview was conducted in the end of the project.

3.5 Trustworthiness

The data for this research were analyzed qualitatively. Analyzing data in a qualitative study involves synthesizing the information the research obtains from various sources such as observations, interviews and document analysis into coherent description of what he or she has observed or discovered (Fraenkel & Wallen, 1993, p. 383).

In this research, the data was validated through triangulation. The findings can be confirmed from several independent sources. The trustworthiness is enhanced when they are confirmed by more than one "instrument" measuring the same thing (O'Connor, 2014). Methodological triangulation was obtained from classroom observation, interview, and data analysis.

Through the triangulation, the employed approaches in the classroom practice from the observation were triangulated with the result of the interview and data analysis in order to ensure the consistency of the preferences.

The process of data analysis is presented through the following steps. First, the data from observation were transcribed and categorized based on the

research questions and then used to triangulate the data from interview and document analysis. Second, the analysis of interview data was done through three steps as proposed by Maxwell (1996): (1) The interview was transcribed immediately after the data were gathered; the data were initially read, and memos were taken based on the features seen, (2) The data were coded in order to make comparison within and between the categories of the data to develop theoretical concept and associated to the research questions, and (3) Contextual analysis was employed to understand the data and to get answers for the research questions. Third, the data from documents were analyzed. There were two kinds of data from documents, lesson plan and students' work. From the lesson plan, the data were categorized into phases of teaching. Meanwhile, students' work were used for knowing the impacts of employed approaches.

3.6 Concluding Remarks

This chapter has presented the restatement of the purposes of the study; the research questions; the research methodology including research design, research site and participants, data collection techniques, research procedure, data triangulation, data analysis; and the concluding remarks. The following chapter will elaborate the findings and discussion of the research based on the analysis provided in this chapter.