CHAPTER III
RESEARCH METHODOLOGY

This chapter presents research methodology applied in this research, including the formulation of the problem, the design of the research, film selections, research participants and site, the technique used in data collection, research procedure and the technique used in analyzing the data.

3.1. Formulation of the Problem

This study focuses on investigating students' critical responses to foreign film as an example of media text based on a model of critical literacy practices proposed by Luke and Freebody (1999). Therefore, this research is intended to answer the following question:

> *In order to promote students' critical literacy, how does the practitioner apply the four resources model of critical literacy and narrative-cultural analysis framework in film-based activity?*

3.2. Research Design

This research is designed to investigate students' critical responses to a foreign film entitled *Charlotte's Web* based on Luke and Freebody's four resources model of critical literacy (1999), including the way they participate in four roles of critical readers and how they respond critically to the selected film according to the theory. In order to gather general idea of the topic as well as carry out in-depth investigation related to students' responses, this research adopts a qualitative approach. This kind of approach, according to Somekh (2006: 156), is helpful for evaluators and researchers who conduct research that is intended to evaluate the process of change or investigating participants' understanding because it provides clear information of change achieved in measurable indicators.

Moreover, this study is designed based on practitioner research method, a branch of action research methodologies which is mostly used in educational context. As stated by A. Campbell (2007), teachers' works and teachers themselves are the basic elements of this type of research. Therefore, the

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researcher in this study played a role as the teacher and practitioner in implementing film-based activities which was developed based on four resources model. Since this study puts the concept, knowledge and literature about critical literacy practices in dealing with multimedia text, practitioner research is considered as the most suitable approach because it usually takes place outside the traditional research (Marion, 2007). In addition, as suggested by Carmichael and Miller (2006), this approach also supports qualitative studies to draw the conclusion behind phenomenological claims for meaningful interpretations in social practices.

Two main procedures in practitioner research are examination and reflection (Carmichael and Miller, 2006). Both of them are realized by the practitioner-researcher, requiring that person to introduce the concept of the research to the participants as the practices going. Thus, the accomplishment of the research depends on how an individual performs the activities in the classroom as the practitioner for examination process and how the data collected in the activities are elaborated as the researcher in reflection phase. Despite its challenging process, K. Campbell (2014) highlighted several benefits for teachers who apply this sort of research. According to her, practitioner research can improve teachers' practices and professionalism as well as serve as modeling for future teachers to support the efforts in accomplishing particular learning needs.

3.3. Research Participants and Site

The participants of this research are ninth grade students in one class in SMPN 1 Batujajar, a public school located in West Bandung. The class consists of 48 students in the 13 to 15 age group. However, 12 students did not submit three complete responses, so there are only 36 students who submitted three individual responses, 10 males and 26 females. Nevertheless, the responses from the rest of students who did not submit the complete individual responses are still counted as the data since they participated in group discussion, and therefore, contributed in composing group responses.

There are three reasons why sort participants are chosen. The first reason is that students in this age group are considered as those who have started to develop critical thinking about situations around them. They are expected to give a positive response related to the topic of this study, considering that watching films is one of their interests. The second reason is related to the significance of this study which is to develop critical literacy practices within English class in secondary school in order to encourage students' critical thinking and media literacy for higher education. Furthermore, the third reason deals with the researcher's accessibility and familiarity to the institution where the participants are studying.

3.4. Data Collection

In order to investigate how students respond critically to the selected film, this research applied film-based activities as the focal instrument. The activities are developed based on the principles of the four resources model of critical literacy (Luke and Freebody, 1999). During the implementation of those activities, students' individual responses in pre-viewing and post-viewing session as well as the result of their group work in post-viewing activity are used as the tools in data gathering. Besides examining students' critical responses, this study conducted focus groups interview as data collection. While students' critical responses aim to evaluate how well students respond to *Charlotte's Web* according to the four resources model of critical literacy, focus groups interview is applied as a back-up data collection to get in-depth information (Wisker, 2007) and to evaluate students' participation in film-based activity.

3.4.1. Research Instrument

The instrument used in this research is a series of classroom activities involving film as teaching media, namely film-based activities that consist of critical literacy indicators. The activities were developed to guide students in evaluating and criticizing film as media text as well as to promote their critical thinking skills. The concept of film-based activities is adapted from Dirks (2015), Johnson (1996), Roell (2011) and Sommer (2007) whereas the indicators of four

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levels of critical readers are taken from four resources model proposed by Luke and Freebody (1999). Those levels consist of code breaker, meaning maker/text participant, text user and text analyst.

Stages	Activities	Level of Critical Literacy
Pre-Viewing Stage	**Pre-Viewing Stage 1: Breaking the Code** 1. Teacher's presentation about the film subject background. 2. Reading and discussing film summary. 3. Watching the film trailer. 4. Identify visual codes (setting and characters), nonverbal codes (characters' facial expressions) and auditory codes (background music and original soundtrack) **Pre-Viewing Stage 2: Breaking the Code and Introduction to Making Meaning of the Text** 1. Vocabulary recognition. 2. Answering pre-viewing questions related to the themes that were highlighted in the film (*Individual Response 1*).	Breaking The Code and Introduction to Making Meaning of the Text
While-Viewing Stage	1. Watching the selected film in the classroom. 2. Choose and Compare: Students are asked to choose one character in the film whose actions and personality remind them of someone they have found in the real life. 3. Answering post-viewing questions as their homework (*Individual Response 2*).	Breaking the Code, Participating in Making Meaning of the Text, Using the Text Functionally.
Post-Viewing Stage	**Post-Viewing Stage 1:** 1. Group discussion: students were divided into 12 groups, each group consisting of 4 students. 2. Discussing three social functions represented in the film: friendship, caste and keeping promises (*Group Response*). **Post-Viewing Stage 2:** 1. Group discussion continued. 2. Discussing cultural values, including customs and norms which were presented in the film (*Group Response*). 3. Discussing moral values and the lesson that the film taught students (*Group	Making meaning of the text, Using the Text Functionally, Critically Analyzing the Text

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	Response). **Post-Viewing Stage 3: Analyzing the Text** Writing the final response based on the following guidelines (*Individual Response 3*).	

<p align="center">**Table 3.1 Film-based Activities based on Four Resources Model of Critical Literacy**</p>

The activities presented in the table above were performed in six meetings. Furthermore, those activities become the guiding instrument in drawing students' critical responses and conducting focus groups interview.

3.4.1. Document of Students' Critical Responses

The students submitted three individual responses and one group response that were documented as data collection. One individual response is obtained in pre-viewing activity, one response in post-viewing activity and the final response is collected at the end of film-based activity as a summary of information that students obtained before, while and after watching the film. Moreover, 48 students as the participants of this research were divided into 12 groups, each consisting of four students. Group work technique is used in post-viewing activity, when students discussed the social, cultural and moral values of the film. Total group responses that were collected as the tool of data gathering are 12 responses. Both individual and group responses were analyzed and evaluated based on Luke and Freebody's (1999) four resources model of critical literacy. In order to make students easier in expressing their thoughts and critics regarding the film, they are given a choice whether to write the response in English or in Bahasa Indonesia as their native language.

Students' written responses are used as one of data-gathering tools due to two considerations. The first reason is related to the importance of documenting one's thought, criticism and analysis into textual evidence in order to bring real-world authenticity for the benefit of later analysis, as suggested by Wolpert-Gawron (2015). She further explains that when teaching analysis skill using films, evaluating students' written response makes it possible for teachers to analyze students' literacy unit. Moreover, according to Instructional Tools for Teachers within critical literacy framework which is proposed by Dozier et al (2006),

analyzing various data resources, i.e. students' responses, is believed to be a tool in observing learning process. By doing so, teachers are easier to notice their students' literate behaviors and expand the way they make sense of those behaviors.

The second reason deals with the fact that students' written responses are closely linked to their ability in critical thinking. Cited in their intellectual standards to assess students' responses, Paul and Elder (1996) stated that students' purposes and point of view which are expressed in written form is one of grounded standards to assess their reasoning skill in critical thinking (see also Lewin, 2010). Additionally, asking students to write their analysis can be used as an indicator to determine their literacy development. According to West and Bleiberg (2013), students' writing performance can be used as a route to decent education which focuses on critical literacy skill. It is further stated that analyzing students' written works can help teachers continually plan and reflect on their interaction and experiences with students. Considering those reasons, using students' film responses as a tool in data collection is expected to provide benefits in drawing conclusion and explaining the significances of this study in further discussion.

3.4.2. Focus Groups Interview

Another data collection technique used in this research is focus groups, a group interview in qualitative instrument which becomes a follow-up data collection. The focus groups interview was conducted to get more information related to the development of students' critical thinking and to evaluate their responses to the selected film. Interview is commonly used in qualitative research for several purposes, such as getting the story behind participants' experience and gathering in-depth information around the topic.

Slightly different from common interview, James (2008) points out that focus groups interview involves two or more interviewees who face an interviewer, thus can take less time than one-on-one interview. Regarding this, nine students (3 males and 6 females) were chosen as the interviewees based on

their individual responses. The interview was conducted in three sessions, each session involving three interviewees. The interview itself was recorded using electronic device while the researcher also takes notes to complete the information in case some points are missing from the recorded tape in transcribing process.

This research used semi-structured interview in which the researcher plan the questions based on grounded theory before conducting the interview, but in its process, those questions may develop according to participants' responses. The questions asked in this interview were mostly in open-ended questions Such technique is suitable for this study since the purpose of using interview as a tool of data gathering is to monitor students' critical responses as well as assess their responses in the pre-viewing and post-viewing session of film-based activities. Moreover, the interview is divided into three sections with different purpose in each section: the first section is intended to review film-based activity that students have participated; the second session aims to review students' individual response; the third section discusses the four resources model of critical literacy. The complete interview guide is presented in Appendix A4.

Similar to any other data collection techniques, focus group interview also has advantages and disadvantages. On the one hand, group interview is more effective than a single interview in term of time management (James, 2008). In addition, it can stimulate a discussion between the interviewer, a respondent and other respondents in which hesitant interviewees can be encouraged to express their opinion regarding the topic. On the other hand, it can be less flexible than personal interview since the interaction between different interviewees may cause intervention from the group to the accuracy of data collection.

3.5. Research Procedure

This research followed the stages of film-based activities (Johnson, 1996; Roell, 2010; Yang, 2011) which are developed based on the principles of Four Resources Model of Critical Literacy (Luke and Freebody, 1999) in order to examine how students respond critically to the selected film. Film-based activities for the selected film are divided into three stages: pre-viewing stage, while-

viewing stage and post-viewing stage. The schedule of activities for each stage is presented in the following table.

Meeting	Date	Activities	Objectives
#1	October 1st 2015	**Pre-Viewing Stage 1: Breaking the Code** 1. Teacher's presentation about the film subject background. 2. Reading and discussing film summary. 3. Watching the film trailer. 4. Identify visual codes (setting and characters), nonverbal codes (characters' facial expressions) and auditory codes (background music and original soundtrack)	1. Recognizing the title of the film, film poster, theme, settings and characters. 2. Getting information from film summary. 3. Identifying visual, nonverbal and auditory codes from film trailer.

#2	October 5th 2015	**Pre-Viewing Stage 2: Breaking the Code and Introduction to Making Meaning of the Text**
		1. Vocabulary recognition.
		2. Answering pre-viewing questions related to the themes that were highlighted in the film.
		
		Pre-viewing questions (*Individual Response 1*)
		1. Have you ever had a pet? If yes, answer the questions below. If no, please continue to the question no. 2.
		   a. What kind of animal is it?
		   b. How do you treat your pet?
		   c. What do you and your pet usually do?
		2. Have you ever made a promise? Do you keep it or break it?
		3. In your opinion, how important it is to keep a promise? Is it okay to break a promise? Why?
		4. Please describe what "Friendship" means to you.
		5. What do you think good friends should do to each other?
			1. Discussing difficult vocabulary from the film.
			2. Recalling students' experience and prior knowledge related to the theme of the film.

#3	October 12th 2015	**While-Viewing: Breaking the code, Making Meaning of the Text, Using Text Functionally** 1. Watching the selected film in the classroom. 2. Choose and Compare: Students are asked	1. Getting information and understanding what is the film about after watching the film in class and at home. 2. Relating the film to

		to choose one character in the film whose actions and personality remind them of someone they have found in the real life. 3. Answering post-viewing questions as their homework. **Post-viewing questions** (*Individual Response 2*) 1. Have you ever read the book or watched similar film to Charlotte's Web? If yes, please describe the similarities and differences between them. 2. What do you think of spider in general? 3. What is your opinion about spider after watching the film? 4. Do you think what Fern did to Wilbur is acceptable? If you love an animal, will you do the same like Fern treated Wilbur? 5. Do you find some changes that Wilbur brings in the barn? What are they? 6. After watching the film, what do you think about the friendship between Wilbur, Charlotte, Fern, and other animals in the barn? Note: Individual response 2 was given as students' homework.	other similar texts. 3. Comparing previous experience to the new experience after watching the film.
#4	October 15th 2015	**Post-Viewing Stage 1: Making meaning of the text, Using the Text Functionally** 1. Group discussion: students were divided into 12 groups, each group consisting of 4 students. 2. Teacher introduced that students will discuss the social, cultural and moral values from the film. 3. Discussing three social functions represented in the film: friendship, caste and keeping promises (*Group Response*).	1. Recognizing the social, cultural and moral values that are represented in the film. 2. Understanding the social functions represented in the film.

#5	October 19th 2015	**Post-Viewing Stage 2: Using the Text Functionally and Introduction to Analyzing the Text**
		 1. Group discussion continued.
		 2. Discussing cultural values, including customs and norms which were presented in the film (*Group Response*).
		     a. How to behave politely,
		     b. How siblings should treat each other,
		     c. The meaning of justice and equality between siblings,
		     d. The custom of how children interact
			1. Understanding the cultural functions represented in the film.
			 2. Understanding the moral values from the film.

		with the opposite gender, e. Gossiping or telling other people's secret. 3. Discussing moral values and the lesson that the film taught students (*Group Response*).	
#6	October 22nd 2015	**Post-Viewing Stage 3: Analyzing the Text** Writing the final response based on the following guidelines (*Individual Response 3*). 1. "Charlotte's Web" told the story about… 2. My favorite character in "Charlotte's Web" is … because … 3. What I like about this film is/are … 4. What I don't like about this film is/are … 5. I found some aspects in the film are similar with my real-life situation. For example, 6. The film also taught me …	1. Retelling the film based on students' understanding and interpretation. 2. Stating students' point of view about the film. 3. Stating students' position to the film. 4. Understanding the purpose of the film.
		Focus Groups Interview	Getting in-depth information related to students' responses to the film.

Table 3.2 The schedule and procedure of Film-based Activity in the Classroom

3.6. Data Analysis

The analysis and elaboration of the data were developed based on the principles in four resources model of critical literacy as the fundamental theory. Meanwhile, in order to analyze the qualitative data, interview recording were transcribed into written form. After the process of transcription is done, the coding system was applied based on the purpose of the research in order to evaluate participants' responses.

3.6.1. Analyzing Students' Critical Responses

As discussed earlier in Chapter II, Literature Review, a model proposed by Luke and Freebody (1999) namely four resources model of critical literacy will be used as grounded principles in analyzing students' critical responses. The model provides four roles which indicate students' roles as critical readers: code breaker, meaning maker/text participant, text user and text analyst. Students' written responses, individual and groups, were classified accordingly before the process

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of analysis started in order to support more detailed discussion. Furthermore, the analysis of students' written responses in this study follows Chaffee et al and Ennis (cited in Rohayati, 2014) who divides the process into three stages: categorizing, coding and assessing (identifying and evaluating).

After students' works were categorized and coded into further discussion, the next stage in analyzing their works is judgment and assessment, which consists of identification and evaluation. Identification process in this protocol, according to Burke et al (2001) is important to support opinions that can be used later to understand the problem. Additionally, Bondie (2010) states that evaluation is closely related to assessment and grading practices which can find the alignment and coherence between what has been taught and what students are able to do. Thus, the process facilitates analysis and discussion as well as provides the reflection for further study.

The assessment process also used the principles of four resources model as the grounded theory. While examining students' responses, an identification of how well they point out the film aspects based on their understanding was applied. Moreover, following Emilia (cited in Rohayati, 2014), other writing elements, such as structure, organization and purpose are also taken into consideration in evaluation process. By applying three steps discussed above, students' critical responses to the selected film as the data of this research can be presented in a detailed discussion.

3.6.2. Analyzing Focus Groups Interview Data

There are two types of collected data in a focus group interview: recorded data in electronic device and field notes that obtained from note-taking process during the interview. Before the data is interpreted, both collected data are transcribed according to the theme of research report that has been set based on theoretical review (Cresswell, 2012; Woods, 2011),. As for audio-taped data, the analysis process cannot be carried out as simple as transcribing field notes since it should follow three steps of analyzing the data, as suggested by Cresswell (2012). Those are exploring the general sense of data, coding and categorizing.

In exploring the general sense of data, audio-taped data that has been transcribed into written form needs to be read several times to determine whether the data is completely transcribed or not. Comparing the audio-taped with field notes transcription can also support the data's reliability and validity in determining the general sense of data. After the general sense of data is obtained, the next process of analyzing interview data is applying a coding system. Regarding this, the coding system follows Boyatzis (cited in Woods, 2011) who proposes five coding elements: labeling, defining characteristics or issues related to the topic, describing how the interview occurs, describing any qualifications or exclusions to identify the theme of interview and differentiating between positive and negative response to eliminate possible confusion when reporting the data.

Interview data that has been coded are then categorized into a number of themes which are most frequently discussed by interviewees (Cresswell, 2012). Classifying coding transcript into research themes helps the researcher to describe the collected data, thus it can be easier for the researcher to interpret the data.

3.7. Concluding Remarks

This chapter has presented the research methodology which includes the formulation of the problem, the design of the research, film selections, research participants and site, the technique used in data collection, research procedure and the technique used in analyzing the data. In the next chapter, Chapter IV, the collected data will be presented, interpreted and elaborated based on the methodology applied in this research and the literature review that has been discussed in the previous chapter.