CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the aspects of the methodology of the research which cover purposes of the study and research question, research design, site and participants, data collection, data analysis, clarification of terms and summary of research methodology.

3.1 Purposes of the Study and Research Question

The purpose of this research is to find out the way(s) in which the teaching of emotion vocabulary foster students'emotional literacy and to identify the teacher's instructional factors related to the vocabulary outcomes. To be more specific, these purposes are formulated in the following research questions:

1. In what way(s) does the teaching of emotional vocabulary foster students' emotional literacy?
2. What teacher instructional factors are related to students' emotional vocabulary outcomes?

3.2 Research Design

The research method employed in this study is qualitative method. It is typically focused on the social phenomenon obtained from people's views to acquire a detailed understanding of the issue being studied (Lodico, *et al*.: 2010). The qualitative method allows the researcher to analyze, describe, categorize and interpret the data (Creswell, 2012) in examining the way(s) in which students foster their emotional literacy through learning vocabularies of emotion in EYL Classroom.

In addition, the descriptive case study is used in the current research to enable a researcher to closely examine the data within a specific context. A case study is different from the experimental study in some ways. The differences is that the experimental study typically involves comparing two or more groups, while a case study involves a single individual or group, or does not attempt to set up experimental and control groups. This is supported by Emilia (2005) who states that a case study design is employed in "a small scale". Focus on one particular instance of educational experience or practice.

Yin (1984, cited in Zainal, 2007) defines case study as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context in which multiple sources of evidence are used." Moreover, according to Nisbet and Watt (1984, cited in Cohen, Manion, & Morrison, 2007) case study has several strengths as follows: 1) it can be undertaken by a single researcher; 2) it is strong on reality; 3) it is intelligible and the results are easily understood by the reader; 4) it provides insight into similar situations and cases; and 5) it catches specific elements and unanticipated events.

Data were collected through classroom observation by videotaping the teacher and students' verbal interaction, and field-noting the non-verbal interaction; as well as interview with the students as its respondent. The data collected are transcribed, analyzed and interpreted by using an analytical framework for children emotional literacy schematic proposed by Crick & Dodge, 1994; Lemerise & Arsenio, 2000). In addition, this research used participant observation where the researcher took role both as a teacher and observer. It is in line with what Gay and Mills (2006), state that a participant observer can be an *active participant observer; a privileged, active observer; or passive observer.* Before doing the observation, the lesson plans and stories were designed and selected. The details of the steps are explained specifically below.

1. Lesson Plan

The main target of the lesson was to provide learning the vocabulary of emotion to young learners. This study also tried to gain students' knowledge, experiences and reasoning of feelings and emotions. Students should participate by doing activities, giving some reasons of the materials presented by the teacher. In addition, it was intended to make the process of teaching and learning smoothly by designing lesson plans and selecting some stories.

Lesson plan has a crucial position in teaching and learning process. Making lesson plan will enable the teachers to identify competences and methodology, organize material, and anticipate students' condition and instructional problem which may happen in the process of teaching and learning (Joseph and Leonard in Mulyasa, 2008; Wright, 2008). Considering the young learners' characteristics, the teacher tried to prepare the lesson which created gratified atmosphere and also meaningful context in the classroom. An ideal lesson plan has five aspects: goals, objectives, activities, media and assessment (Dick and Raiser, 1996). In this chapter, the

researcher only pointed out three aspects of the lesson plan to support the data: objectives, activities and media (in this case is material: story text).

There were five lesson plans that were used during the observation. Each lesson plan was used by the teacher for a meeting. This research conducted observation for three weeks (five meetings). Therefore, this research only used five lesson plans. The first topic was *"Introducing to Emotion",* the second topic was *"On Monday When It Rain"* third was *"When I'm Feeling Sad"*, fourth was *"When Sophie Gets Angry, Really Really Angry"* and the last was *"Ups and Downs"*, as can be seen on the following table.

In addition, to get the objectives of the lesson, Joseph and Strain assumed that the teacher should choose the best strategy and selected some materials (stories) belong to the teaching the vocabulary of emotion. They add that the teacher should try to implement some special activities to teach and reinforce the acquisition of feeling words and emotional vocabulary. The activities that chosen relate to the topic presented on each meeting. It can be seen from the table below.

Lesson Plans	Objectives	Activities
Lesson Plan 1	• Children are expected to identify and name a range of feelings and emotions. • Children are expected to realize the various ways feelings can be expressed.	• Check in Board • Role Play
Lesson Plan 2	• Children are expected to develop their language, literacy, and social/emotional skills as	• Pass the Hat • Role Play • Story Telling

	they engage in a series of activities about recognizing, naming and dealing with different feelings and emotions in a positive way. • Children are expected to develop empathy by considering the feelings to others.	
Lesson Plan 3	• Children are expected to reflect on loss as a part of life. • Children are expected to identify people with whom they can discuss and sharing their feelings and emotions.	• Feeling Face Charades • Group Work and Check in Board
Lesson Plan 4	• Children are expected to explore the way anger can be expressed and deal with. • Children are expected to choose which way of expressing anger is most appropriate. • Children are expected to recognize that individual actions can affect others' feelings.	• Watching Movie, "When Sophie Gets Angry, Really.. Really.. Angry" • Write for Students' own story
Lesson Plan 5	• Children are expected to recognize and reflect on the emotions felt in one day.	• Draw a graph

Table 3.1List of Objectives as Lesson Plants Result

2. Stories

Before designing the lesson plans, the stories that would be suitable to be implemented were selected. The stories had been selected through several considerations. It is very important to make sure that the story should not only give pleasure, but also it should promote language learning opportunity (Cameron, 2000). Stories with social-emotional content present models of characters solving problems, and interacting with others, and they have the potential to help students connect emotionally with the experiences of the characters (Burton & Shotton, 2004).

These connections, promote social-emotional learning in that students' capabilities to focus, learn, memorize, and make decisions are connected with their emotions. Interactive storybook provides a venue in which emotion vocabulary can be developed.

According to Joseph and Phillip (2003), there are some stories that can be used to build students' emotional literacy. The books are excellent to label feeling faces with children, and also contain numerous feeling words. From those books which offered by Joseph and Phillip, the teacher chose three books or stories for the material of the lesson. The first book used was *'On Monday When It Rained' by Cherryl Kachenmeister*. In that book, there are many kinds of feeling, so that the teacher can introduce those feelings and emotions to the children. The children also shared their knowledge and experiences belong to those feelings. Teacher only guided the children without giving judgment on what children said.

On the following story *'When I'm Feeling Sad' by Trace Moroney*, children were guided to explore their sadness. Teacher also gained students to share what usually make them sad, what they do when they are feeling sad, with whom they usually share their sadness, and so on. The last story was *'When Sophie Gets Angry.. Really..Really Angry' by Molly Garrett Bang*. The teacher chose this story because know that anger is an essential part of being human. Anger can be either useful and positive or harmful and negative. If children are aware of and accept anger they can make decisions about its appropriate expression. By modeling anger and its behaviors positively that delivered from the story, teacher tried to enable the children to become more confident and more self-managing in dealing with this strong emotion.

3.3 Site and Participant

This section would elaborate setting of the study and participant of the study. Detail description would be elaborated as follows:

3.3.1 Setting

The study was conducted in an elementary school located in the campus of a state university in Bandung. This school was chosen for several reasons. First, the school authorities allowed the researcher to conduct this study in their school. Second, it is near to the place where the researcher lived, so it allowed the researcher to get access there easily.

3.3.2 Participant

The participants of the study were twenty six English students in class four. They were chosen because the requirements of the researcher to teach vocabulary and take Narrative story as a material which is taught in that grade. Narrative text was selected as a research site because of several reasons. As a part of literature, Nathanson (2006) mentions that narrative is a powerful (perhaps the most powerful) tool for teaching and learning because of its ability to hook audiences, active the pleasure principle, and facilitate retention. Gerot and Wignell, cited in Ahmadian, M., and Pashangzadeh, A. (2013), say that the social function of narrative is to amuse, to entertain and to deal with actual or vicarious experience in different ways.

In addition, most of children love stories (Willingham (2004). Stories are easier to comprehend. It is because they provide signals or cues of sequence, use repetition of familiar names and phrases and vocabulary words, and generate interest in a main character or characters. Through stories, children will be guided to find some characters, setting, action, and situation which can give them more pictures about everything they have not met before. So, the use of Narrative text is seen as an effective medium to the process of teaching the vocabularies of emotion for young learners.

Furthermore, the texts that used were On Monday *When It Rained (Cherryl Kachenmeister), When I'm Feeling Sad (Trace Moroney),* and *When Sophie Gets Angry, Really Really Angry (Molly Bang).*

3.4 Data Collection

Qualitative research data need to capture rich and complex detail to make sense of a set meaning in the phenomenon being studied (Dornyei, 200). In addition, Cresswell (1998) argues that case study gathers "the widest array of data collection as the researcher attempts to build an in-depth picture of the case." In accordance with that, this present study employed multiple instruments in collecting the data. Using multiple instruments in data collection is called triangulation (Cresswell, 1994). The data collection techniques that used in this study involved classroom observation and field-notes and interview. Each of the data will be described below.

3.4.1   Classroom Observation and Field-Notes

As Scot and Morrison (2006) point out, observation is a key feature in qualitative study; enclosing specific behaviors to be observed (Gillham, 2000). Observing, watching, listening, and asking for clarification from people directly at the research site (Gilham, 2003, p. 45; Cresswell,

2002, p. 213). In accordance with it, there were several specific behaviors of the learners to be observed intensely on learning activity, particularly during the process of teaching the vocabularies of emotion.

In this study, the observation was conducted in five times, which was started on October 2015. This study employed participant-observation as the type of observation since the researcher not only acted as a passive observer, but also as the teacher who implemented the teaching process. Each session was implemented in eighty minutes with two meetings in a week.

In gaining the natural interaction between teacher and students in the classroom, there were two main activities as the technique; videotaping and field noting. The video was used to capture verbal and non-verbal interactions in the classroom, and field-notes were used as a support tool of observation. In addition, audiovisual was good for classroom observation since it provides extensive data about real life situation as people visualize it, and it could help the researcher to understand the central phenomenon under the study (Cresswell, 2012). The videotapes were then transcribed with the help of field notes. The form of field note is presented below:

Meeting Date	Overall Comments

Table 3.2An Example of Field Note

3.4.2 Interview

To obtain deep information related to the research question, the interview was given to six students. The interview is a specific purposed conversation of two-person initiated by the interviewer (Cohen et al., 2007). It provides detail information from the participants (Creswell, 2012) in which the information contains their experience derived from their stream of consciousness (Seidman, 2006). The data from the interview was used as a tool for validation the main data being analyzed.

Semi-structured interview was employed in this study since it provokes interviewees to express themselves openly and freely, and to define the world from their own perspectives, not only solely from the perspective of the researcher (Cohen & Crabtree, 2006 cited in Robert Wood Johnson Foundation, 2008). It means that the improvement of questions planned in the interview is allowed. Semi structure interview also allows the researcher to acquire rich and personalized information (Hancock & Algozzin: 2006).

The interview was conducted in Indonesian language to make it easier for the participants on giving their responses related to the process of teaching and learning the vocabularies of emotion. The interview was audio recorded and the result of the interview is transcribed then by the researcher.

3.5 Data Analysis

When the data were accomplished to be collected, the researcher then analyzes them from observation, semi-structured interview, and written documents. Thus, the analysis of each instrument will be presented in the form of descriptive and interpretive analysis.

On the other side, the three forms of data would be cross-checked by using triangulation to acquire the validity of this study. In accordance with it, Gorald and Taylor (2004) state that

> …employing triangulation increases the concurrent, convergent, and construct
> validity of research, the ability to enhance the trustworthiness of an analysis by a
> fuller, more rounded account, reducing, bias.

Scott and Morrison (2006) further point out that triangulation technique provides key role for comparing the data collected by different methods; and allowing the findings to be supported.

3.5.1. Transcribing the Data

Qualitative research data are generally converted into textual form, producing hundreds of pages of transcripts. The recordings gained from the observation and interview were transcribed to know the data thoroughly about the presenting the process of teaching vocabularies of emotions. The researcher tried to retell all the data, including nonverbal aspect in the video tapes into a textual form.

In transcribing the data, the researcher used some strategies from Burns (1999), such as keeping the transcription as simple as possible, labeling the speakers using letters, numbering the

lines or clauses and inserting contextual information to explain essential aspects such as non-verbal interaction.Moreover, the researcher labels each utterance with "T", "S", "S1, 2, 3, etc." T refers to utterance expressed by teacher, S refers to those from individual student.

Next, field notes were analyzed to discover the challenges faced in the process of teaching and learning. To finish, the interview transcripts were used to complete data from observations and field notes.

3.5.2   Interpreting the Data and Drawing Conclusions

Next, the researcher interpreted the data based on the research questions that had been formulated. Qualitative study intends to widen the range of possible interpretations of the phenomenon. The findings and discussions were presented to illustrate the objective of the study. In the end, the conclusions were drawn, and the researcher also gave some suggestions for the future.

3.6   Clarification of Terms

To avoid misconception of terms used in the study, the following definitions are provided:

a. Emotion

According to Lange (1880), emotion refers to the result of physiological reaction to events. It is a complex psychological state that involves feeling, thinking, activation of the nervous system, physiological and behavioral changes of the people, such as facial expression, tone and body language (Hockenbury, 2007).

b. Emotional Literacy

Emotional literacy is described as the ability to understand ourselves and other people, and in particular to be aware of, understand, and use information about the emotional states of ourselves and others with competence (Weare, 2004).

c. Character Education

Character education is a deliberate effort to influence the behavior of students (Lickona, 1999; Berkowitz, and Grych, 2000, Davidson, Lickona, and Khmelkov, 2008; Berkowitz, and Hoppe, 2009; Clark, 2010). Lickona (1999), state that good character consists of: the habits, good knowledge, mind, heart, and the behavior.

d. Emotional Vocabularies

Emotional vocabularies are the special group of words that belong to our emotions.

Concluding Remark

This chapter has presented and elaborated the methodological aspects applied in the research covering purposes of the study and research questions, research design, site and participants, data collection technique and data analysis techniques. In the next chapter, the finding and discussions of the research will be discussed.