

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter represents the research design of the study, which discussed qualitative approach using descriptive methods where the research taken and respondents were presented. There is also data collection which includes document analysis, classroom observation and interview.

#### **3.1 Statement of Problem**

What are teacher's strategies in integrating the notion of character education in teaching narrative text?

#### **3.2 Research Design**

As discussed in the previous chapter, this study aims to investigate strategies employed by the teacher in integrating character education in teaching narrative text along with teacher's awareness of the ideology presented in the narrative text. Therefore, the findings of this study are expected to provide information regarding teacher's strategies in integrating character education in teaching narrative text and teacher's ability to examine the ideology of the narrative text in natural context.

Considering the issues which were investigated in this study and also considering that this study focuses on the process of classroom teaching and learning activity in a natural setting, a qualitative study embracing the characteristics of case study is considered appropriate to be applied in this study.

There are several characteristic of case study in analyzing a subject. The characteristics are identified by activities during the investigation to the respondents in naturalistic setting. Yin (2003), defines case study as a type of study used to describe a phenomenon and the occurrence of real life context.

Additionally Bassey (1999) mentions that case study is a study involving taking extensive data from the subject being questioned or observed, trying to extract some meaning from the data obtained through the observation, and then trying to express and describe the meaning in a cogent way. Therefore, in this study, the primary data were collected through classroom observation equipped by video recording. The observation was conducted by focusing on the teacher's strategies in the teaching-learning process of narrative text. In this sense, this study is occurred in nature where there is no manipulating data given by the respondents since the data are obtained through direct observation.

In case study, the data collected and analyzed are usually in the form of interview data, observation data, document data, and audio-visual data (Careswell, 2009). Therefore, the instruments such as observation, interview, and document analysis are usually employed in the process of collecting the data. This is relevant to this study where the data were collected through observation by using video recording and supported by interview.

### **3.3 Research Site and Subjects of the Study**

This site of this study was one of public senior high schools in Cileunyi. An English teacher and her students from class X MIA 5 class were the subjects of this research. The class consists of 40 students in their second semester. The school was chosen due to the availability of access to conduct the study there.

The teacher is selected to be the subject of this study on the basis of several considerations. The considerations are the availability and the experience of the teacher. The English teacher involved in this study has been teaching at the school for more than 15 years. It is obviously not a short period to have an experience in teaching. In addition, the teacher is also known for her teaching style which involving the notion of character education in her class. Hence, the teacher and the class taught by the teacher were considered to be the potential subject in this study. It was expected that this study is able to investigate the strategies employed by the teacher in integrating character education in teaching narrative text.

### 3.4 Data Collection

The study applied Triangulation in collecting the data. Triangulation is a strategy that can be used to strengthen the confidence of the research findings and to overcome problems of validity and bias (Arksey and Knight, 1999). The data collection methods used in this study were classroom observation, document analysis, and interview.

#### 3.4.1 Classroom Observation

The observation was conducted during the teaching learning process of narrative text in one EFL classroom. In this study, the researcher used non-participant observation technique. It was chosen in this study in order to obtain the data directly from the subject of the study. In addition, this type of observation was conducted in this study since the researcher played a role of a non-subject observer who visits a site and record notes without being involved in the activities of the subject (Creswell, 2012).

The observation was conducted on January 27, 2017 and the lesson was recorded for 2 hour lessons, which was equal to 90 minutes. The observation finished when the whole material on the topic was delivered. The observation used video recorder as the primary strategy in gathering and collecting the data needed in this study in order to get the details of the behaviors that were not covered through direct observation. The data gained from classroom observation were transcribed to investigate the teacher's strategies in integrating the notion of character education in teaching narrative text.

The observation was equipped by observation field notes in order to help the researcher analyze the strategies that the teacher used in classroom. The observation field notes was supported by protocol in it in order to focus on the issues investigated in this study as it is stated by Malik & Hamid (2016) that it is better to have some protocol to write field notes in order to focus during the observation. The protocol includes who is observed, what is the material used and open-ended guidelines of teacher's strategies in integrating the notion of character education in teaching narrative text. The protocol aims to guide the researcher in

answering what was going on in the classroom in which later it will be used to help the researcher discover the theme in the teacher's strategies.

### **3.4.2 Document Analysis**

A document is any substance that gives information about the investigated phenomenon and exists independently of the researcher's actions. It is normally produced for specific purposes other than those of the research, but it can be used by the researcher for cognitive purposes (Corbetta, 2003).

In this study, the analyzed document was teacher's lesson plan to see how the teacher integrated the notion of character education through narrative text. Document analysis was used in order to support the data gained through classroom observation and interview.

### **3.4.3 Interview**

Interview allow researcher to obtain important data which is not possible through observation alone and to examine attitudes, interests, feelings, concerns and values more easily than through observation (Malik & Hamid, 2016). Interview that was used in this study was semi-structured interview and was recorded where participants give open-ended answers.

The teacher's and students' interview were conducted to confirm the data obtained through classroom observation and document analysis. The teacher's interview questions were aimed to gain in-depth information around teacher's strategies in integrating the notion of character education in teaching narrative text that the teacher applied in classroom and to investigate teacher's awareness of the ideology and potential of the narrative text as a medium to expose character education. The students' interview questions were aimed to investigate student' understanding of the notion of character education that the teacher applied in the classroom. The interviews were conducted in order to support data gained through classroom observation and document analysis as the last stage of triangulation

which was aims to strengthen the confidence of the research finding (Arksey and Knight, 1999).

The teacher's and students' interview was conducted after the teaching-learning process on January 27, 2017. The second interview with the teacher was conducted on February 20, 2017 to confirm the data obtained from classroom observation, document analysis and interview before and also to gain more information regarding the teacher's strategies. The whole interview process was recorded by audio recorder. The used of audio recorder was intended to help the interviewer in gaining the more detailed data during the interview.

### **3.5 Data Analysis**

The raw data gained from the observation and interview were transcribed from the recording data (observation field notes, videotaping, and interview recording) into a textual form. The transcribed data, gained from both observation and interview, and the analysis gained from document analysis were analyzed by employing the Interactive Model of Miles and Huberman (1994: 12) which divided the data analysis procedures into three steps: "data reduction, data display, and conclusion drawing or verification". The data gained were analyzed to see the teacher's strategy in integrating the notion of character education in the EFL classroom and teacher's awareness of the ideology and potential of character education from narrative text which could be seen from the ways in which the teacher use strategies in integrating the notion of character education in teaching narrative text. The analysis of the collected data are framed within teacher's strategy in integrating character education through children's literature frameworks propose by Campoy (1997), O'sullivan (2004), Edgington (2002) and Hollindale's (1988) notion of reading ideology in narrative text cited in Hunt (1992).