

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides the research methodology of the current research. It concerns research design, subject of the research, data collection technique and data analysis.

#### **3.1 Research Design**

As what has been informed by prior chapters, the research investigated teachers' treatment of gendered text to find out the underlying ideology behind it. Thus, the research considered descriptive qualitative approach to the intended purpose. Qualitative approach allowed the researcher to interpret human actions, institutions, events, customs, and the like, which requires the researcher to construct a 'reading,' or portrayal, of what is being studied (Ary et al, 2010). In line with this, Fraenkel et al (2013) also profess that qualitative approach observes a phenomenon in-depth with its relation to social happening. Thus, qualitative research is considered appropriate to be applied as this study intends to get deeper understanding of 'teacher talk around the text' as one major area of gendered discourses and to find out whether a text which maintain or go beyond traditional representation of gender roles are typically subverted or typically endorsed, or whether the gender issue is simply ignored.

#### **3.2 Subject of the Research**

In order to conduct the qualitative research, Cresswell (2012, p. 206) suggests that "it is allowed to intentionally select the subjects or sites of the research in attempt to understand the central phenomenon". Hence, the research term used for qualitative research is case study, in which "the researcher explores in depth a program, an event, an activity, a process, or one or more individuals." Cresswell (2003, p. 15). Case study is "a case that are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time" (Stake, 1995).

Referring to this description, the sample of the current research was deliberately chosen to find out teachers' ideological perception on gendered text. Gender analysis is particularly suited for qualitative research because it seeks answers to the “why and how” of gender inequality (UNESCO, 2005, p. 10). Therefore, this study was conducted in one junior high school in Bandung. One teacher was selected as the participant in this study. The teacher in the research is a pre-service teacher who participate in PLP Program in Indonesia University of Education. The gendered text used by teacher in this study is narrative text. The pre-service teacher used the following narrative texts as teaching materials: *The Boy Who Cried Wolf*, *The Goose with the Golden Eggs*, *The Fisherman and His Wife*, and *The Wild Swans*. Story was chosen due to the assumption that story is the most powerful materials for young learners (Cameron, 2001). Additionally, story provides the representation of reality through the use of authentic language (Abbott, 2008; Wright, 1997; Garvie, 1990, cited in Cameron, 2001).

### 3.3 Data Collection Technique

Classroom observation and interview were used to collect the data for this research.

#### 3.3.1 Classroom Observation and Field Notes

Observation is used because it offers the opportunity for the researcher to collect live data from natural social situations (Cohen, Manion, and Morrison, 2007, p. 396). In this study, learning activities were observed to gather the information in the implementation of contextual teaching and learning in teaching writing descriptive text. The observation was conducted in three meetings. Each meeting ran for eighty minutes.

During the observation, some field-notes were taken from the observation sheet. The observation sheet was developed based on the research question. The learning activities were videotaped. Video recording allows the researcher to review the events repeatedly and helps the researcher obtain the data with greater accuracy (Collier and Collier, 1986, p. 5, in Baker, 2006, p. 184; Hancock, Ockleford, and Windridge, 2009, p. 19).

As suggested by Sunderland (2000, p. 156), for data collection, a lesson were observed and video-recorded, the only criterion being that they would have to include use of texts in which gender was in some way salient, that is, they would have to be texts about *people*. The ‘talk around the (gendered) text’ would then be transcribed.

Regarding the schedule of the research, the conduct of the research took place along with the teaching of narrative text (reading and listening). Below is the schedule of the research.

	September 21, 2016	September 22, 2016	September 23, 2016
<b>Activities</b>	Classroom Observation Class 8-7 (Listening)	Classroom Observation	Classroom Observation
	Classroom Observation Class 8-9 (Listening)	Class 8-9 (Reading)	Class 8-7 (Reading)

**Table 3.1** Schedule of the research

### 3.3.2 Interview

For data collection, the researcher conducted one-on-one interview in which the researcher asks questions to and records answers from only one participant in the study at a time. Interview is used to reinvestigate, ensure and support the data from the previous technique. The interview was given to the teacher in order to explore their perception towards gender issue on learning materials in language teaching. Semi-structured interview will be employed in this study. This type of interview involves a number of open ended questions which allow the interviewer and the interviewee to discuss the topic in more detail (Hancock, Ockleford, and Windridge, 2009, p. 16). Even though there will be prepared questions to be asked, the interviewer will have the freedom to probe the interviewee to elaborate their responses (Hancock, Ockleford, and Windridge, 2009, p. 16).

In addition, as stated by Sunderland (2001, p.262), by interviewing the respondent, a researcher would obtain the teacher’s own perception of the talk

around “gender-critical points,” thus providing an additional, emic perspective, and an indication of how, in principle, the teacher thought s/he dealt with gendered texts. As stated before, this would be done through semi-structured interview, which meant the interviewer could remain open to any additional gender-related issue raised. The teachers’ perspective were important in that these might allow us to add to the range of possible ways teacher talked around gendered texts, in addition to those the researcher observed and video recorded (See Abdul Rahim, 1997; Leontzakou, 1997; Shattuck, 1996; Sunderland, 2001).

### **3.4 Data Analysis**

After collecting the data, the results from classroom observation, field-note and interview is analyzed. In order to answer the research question, the researcher used some steps as follows.

#### **3.4.1 Classroom Observation**

As regards analysis, the data from the observation is analyzed through the following steps.

First, the recorded data were transcribed. Second, each recorded conversation between interlocutors is analyzed using seven categories of Teacher Talk in foreign language teaching for classroom observation known as the FLINT (Foreign Language Interaction) model that was adapted by Brown (2000, p. 168). Third, the data also analyzed using five modes of questions: 1) examination (display), 2) information-seeking (referential), 3) rhetorical questions, 4) indirect questions, and 5) echoic questions (Kearsley, 1976; Athanasiadou, 1991; Yeo & Ting, 2012). Fourth, the transcribed data of teacher talk also analyzed using Sunderland’s analytical framework for teacher treatment of gendered text and which takes into account both the text, and the teacher treatment of it (Sunderland, 2000, p. 157). As suggested by Sunderland (2000, 2001, p.169), the researcher would concentrate particularly on what the teacher said when a given “gender-critical points” was reached. When GCPs was reached Gender Triggered Points (GTPs) were analyzed (Pakula et al., 2015). Sunderland suggested to just analyze ‘talk around the text’ part of the lesson (since transcribing and analyzing whole lessons is very time-consuming). In teacher treatment of gendered texts, the GCPs

were analyzed using England's Femininity and Masculinity to help interpreting the gender stereotypes or gender roles portrayed in the story whereas the GTPS were analyzed using FLINT System and question modes. Lastly, the data is interpreted to answer the research question. The categorizations will be narrated by the observer's interpretations and related theories as mentioned in Chapter 2.

Text	<i>Boy Who Cried Wolf</i>	<i>The Goose with the Golden Eggs</i>	<i>The Fisherman and His Wife</i>	<i>The Wild Swans</i>
Discursive practices/ 'Teacher talk around the texts'				

**Table 3.2** Discursive practices as perceived by the researcher from the 'Teacher talk around the texts'

### 3.4.2 Interview

The data obtained from the interview is analyzed through the following steps. First, the recorded data were transcribed. Second, the transcribed data were analyzed and interpreted based on the research question.

Finally, after all data from classroom observations, field notes, and interviews were analyzed, the results was triangulated which gave the research stronger stance and confidence to deliver judgment (Nunan & Carter 2001). Triangulation of the data helped to connect and validate the responses and actions of the participant (Lerseth, 2013, p. 51)

### 3.5 Concluding Remarks

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