

CHAPTER III METHODOLOGY

This chapter presents the methodology of this study. It includes the research design, site and participant, data collection, data analysis and the research procedure.

3.1. Research Design

This study applied a qualitative research design in an exploratory study. An exploratory study is commonly used to investigate phenomena which are not really well understood and whose related research is very limited (Creswell, 2003). Therefore, it was believed that an exploratory study is an appropriate way to study the phenomena of students' engagement in EFL learning through poetry which are also not very well understood. This study identified the boundaries or salient factors in the use of poetry in EFL classroom environment in which the engagement and preferences toward learning occurred (Creswell, 2003; Frenkel & Devers, 2000).

This exploratory study was conducted through a teaching program. This teaching program was designed for teaching English by using poetry. It consisted of eight meetings. Through this program, observations were carried out. The observations were conducted in two ways by classroom video-recording and field-note. There are three dimensions of students' engagement (Fredericks, Blumenfeld, & Paris, 2004; Guthrie, Wigfield, & You, 2012; Wigfield, et al., 2008) which were observed.

After the accomplishment of the program, a written interview was conducted. This interview was used a way to find the data related to observation as well as to find the students perception about the use of poetry in EFL classroom. This study also applied document analysis. Students' written response in worksheet was analyzed to support observational data on students' engagement during reading. Those three ways of data collection was seen as a triangulation to validate the findings.

Rahma Arsyad, 2013

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3.2. Site and Participants

This study was conducted in a Senior High School located in Bandung, West-Java, Indonesia. The school is well-established. Its classes are designed for small class so that instruction and learning can undergo effectively.

The participants in this study were students of X grade. The number of students in this class was 27. In terms of English proficiency and learning ability, most of the students in the class were quite good. The reason for choosing this site and participant was that the researcher gets the easy access to this school and was well acquainted with the condition of the school and the participants (Creswell, 2003; Alwasilah, 2000). In describing the participants in chapter IV, finding and discussion, initials of students' names are used. Using initial is applied to keep the participants' privacy.

3.3. Teaching Program

As the context of this research, a teaching program was created. Through this program, data were taken. This program consisted of eight meetings of reading instruction through poetry with the main goal that is to develop students' reading competence; and developing students' oral competence and literary appreciation as the subsidiary goals.

In this program, poems presented in each meeting were different in theme, length and amount. The poems whose themes are interested and relevant to the students were chosen. The length and the number of poem varied in each meeting. The following table tells the poems used in each meeting.

Table 3.1. List of Poems Used in the Study

Meeting	Theme	Stanza Length	Amount	Title
1 st	Love	3-5	3	- <i>A Red, Red Rose</i> by Robert Burns - <i>Dandelion</i> by Dick Buenger - <i>To say "Hello" is to say "Good-Bye"</i> by Frederick D. Harper
2 nd	Friendship	5	2	- <i>Rainbow's End</i> by Sally Clark

Rahma Arsyad, 2013

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				- <i>Love and Friendship</i> by Emily Bronte
3 rd	Funny Love Story	7	1	- <i>The Horse Ride</i> by Annabel Sheila
4 th	Favorite Place	8	1	- <i>My Room</i> by Joe Powning
5 th	Environment	1	1	- <i>If the Earth were only a few feet in Diameter</i> by unknown Author
6 th	Poverty	3-5	4	- <i>Poverty Doesn't Laugh</i> By Mehreen Mujeeb - <i>Poverty Is A Relative Thing</i> By Francis Duggan - <i>21st century cries</i> by Salma Torrez - <i>That Money Speaks Every Language</i> By Francis Duggan
7 th	Life Experience	5	1	- <i>Autobiography in Five short Chapters</i> by Portia Nelson
8 th	Plant	11	1	- <i>Mushroom</i> by Sylvia Plath

As it is shown above, considering the length, the poems used in this program were ranged from short to longer in the first four meetings and the following. To provide choice to students, some short poems were given in two meetings. The rests provided only one poem or two due to the length and the complexity of the activities made. For complete presentation, syllabus of this program is attached in appendices (see appendix 1).

3.4. Data Collection Techniques

In answering the research questions this study used three instruments for data collection. Observation was used to answer the first research question about the learning process (Creswell, 2007). Document analysis was utilized to support observation data about cognitive engagement. Interview was applied to answer the first and second research questions about their learning and their response to their learning through poetry.

3.4.1. Observation

Observation was utilized to find the answer of the first research question. It was intended to see the phenomena of the students' learning engagement. The students' engagement was observed through their verbal and non-verbal expression of attention, interest, investment and effort they expend while learning.

These observable items are classified in three areas of classroom engagement,

Rahma Arsyad, 2013

Poetry And Students Reading Engagement (An Exploratory Study In An EFL Classroom At A Senior High School In Bandung)

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namely behavior, emotional and cognitive engagements (Fredericks, et.al 2004 in Annetta, et.al., 2009).

The observation was carried out eight times. The type of observation in this study was participant observation (Creswell, 2007; Alwasilah, 2000). The researcher simultaneously acted as the teacher. Field-note and videotaping were used as a tool of observation (Creswell, 2003; Allwright & Bailey, 1991; Nunan, 2001). During teaching videotaping was taken. Note-taking was carried out during and right after the lessons. The researcher found video recording very useful because it could bring back any information which might be missing from live observation. It also enabled the researcher to go backward iteratively to see the detail or important phenomena in the learning process.

3.4.2. Document

To support the data of observation of cognitive engagement, document analysis was made (Alwasilah, 2000). The students' worksheets were taken as the documents. The aspects which were analyzed in the documents were the students' responses or interpretations to the poems they learned. It is because students' written responses reflected the cognitive skill they invested during learning. The tool of this analysis was the rubric of response type proposed by Bleich as cited by Heryatun (2007). Detail information of the responses can be seen in data analysis.

3.4.3. Interview

Interview was used to get more in-depth information from the participants about their views on their learning through poetry to answer the second research question. This is as an introspective combination of observation (Nunan, 2001; Wallace, 1998). Nunan (2001) states that "introspection is the process of observing and reflecting on one's thoughts, feelings, motives, reasoning processes and mental states with a view to determining the ways in which these processes and states determine or influence behavior" (p.503).

Rahma Arsyad, 2013

Poetry And Students Reading Engagement (An Exploratory Study In An EFL Classroom At A Senior High School In Bandung)

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The interview was taken to all participants (27 students) in this study in written form. Written interview was chosen because it ensured all students to be able to state their response and thought about learning through poetry. This interview was built open-ended question. This type of question was very useful to get in-depth information about their thought. The language used in the interview was in Bahasa Indonesia so that the students could answer the questions comfortably. This interview consisted of seven questions. Each question was given to find the information about participants' view on:

- 1) their interest on poetry
- 2) their interests and enjoyment on learning through poetry
- 3) their preference on the poems used as the materials
- 4) the method used in the teaching of poetry
- 5) the learning activities designed
- 6) their strategy in comprehending the poem
- 7) the usefulness of poetry for their English development

The result of the interview described students' overall interests in learning using poetry, the extent to which they enjoyed the poetry lessons, their views on the learning activities, as well as their views on the usefulness of poetry.

In sum, the use of those research instruments is seen as a methodological triangulation. It is very important in research as triangulation techniques "attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint" (Cohen & Manion, 1994). Allwright & Bailey (1991) also concerned about methodological triangulation in the practice of classroom research because it is much more difficult to believe in the validity of data taken from only one perspective (p.73).

3.5. Data Analysis

Data analysis was conducted during and after data collection as the nature of qualitative study. Data were analyzed in an inductive way to find the answer of the research questions (RQ). To answer the first RQ i.e., about the students' learning engagement in the classroom, the data from observation, document, and

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interview were categorized based on the categories of engagement (Fredericks, et.al, 2004; Annetta, et.al., 2009; Finlay, 2006; Wigfield, et al., 2008; Guthrie, Wigfield, & You, 2012), namely behavioral, emotional, and cognitive.

Meanwhile, to answer the second RQ, data from interview were analyzed. Data from written interview were analyzed in inductive way (Alwasilah, 2000; Nunan, 2001; Wallace, 1998). Since the RQ is related to the students' responses to the use of poetry in reading class, the results of interview were analyzed and described based on the topic of each question. In order to come to the answers of the RQs, the data from different sources are analyzed in the following part.

3.5.1. Data from Observations

As it is mentioned previously, the observations were recorded and (then) transcribed. The transcriptions reflected the classrooms' interactions and students' behaviors. From the transcription, students' behavioral, emotional and cognitive engagement could be traced. The data from observation could show students' behavioral engagement which is shown in their behaviors. The behaviors which were analyzed were shown from their effort, persistence, attention, and participation in the class.

The data from observations could show students' emotional engagement. This kind of engagement was seen from students' affective reaction and emotional response. They were noted from the students' reaction during and after reading and their stated responses, including interests to text, values drawn from it and the expression of feeling after reading it, i.e. statement of emotional response.

Finally the data from observations were analyzed to see the students' cognitive engagement. Cognitive engagement of the students is the investment of psychological effort in reading that is a desire to go beyond the text. It could be seen from the quality of students' responses in the interactions recorded in the observations. The quality is shown by the use of high order thinking in making meaning. This can be evaluated through the quality of response given to the text. In analyzing them, the responses were categorized based on response types. There are four types of literary responses which reflect the quality of cognitive

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investment during meaning making, namely restatement, emotional, associative and figurative responses (Bleich as cited in Heryatun, 2007). Each type of responses is explained as follow.

a. Restatement

Restatement is a text-based response in which the reader does not analyze the text in-depth. It represents the lowest thought, because the reader basically only retells the poem without in-depth analysis.

b. Emotional Response

Emotional response is an expression of feeling of the reader after reading the text. This shows that the reader involves subjective reaction. This is more complex than a restatement response.

c. Associative Response

Association response reflects that the reader analyzes the text by relating their experiences. This response shows that the reader invests high order thinking.

d. Figurative Response

Figurative response is the identification of the specific features of text such as phrase, sentence, theme, character, etc which invite reader's attention. This is the highest level of thinking the reader spends in making meaning.

Besides finding out the quality of cognitive engagement from observation, analysis of students' documents (worksheet) analysis was also used. The following part elaborates the analysis of data from document.

3.5.2. Data from Documents

The data from document were used to support the data from observation especially on the emotional and cognitive engagement. The documents taken as data were students' worksheet. From their worksheet emotional and cognitive engagement could be seen. The emotional engagement showed in the students' document was shown in the students' responses to the answer of the questions in the worksheet. The cognitive engagement noted from the documents was shown from students' responses which were analyzed through categorization of the type

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of the responses (as mentioned above). So, basically data from documents were used to support and validate the data from observations.

3.5.3. Data from Interview

The data from interview were mainly used to answer the second RQ. The data were analyzed to see the patterns of students' response to the use of poetry as materials in EFL reading. The data were categorized into the form of responses namely positive, negative and neutral. Their responses were patterned to see the factors affecting their responses. The data from interview were also found as stimulated recall of their behavior and responses during learning.

To conclude, all the data from observations, documents and interview were found to support the main question of this study. The second question was answered through trough the analysis of the data from interview.