

CHAPTER III

RESEARCH METHODOLOGY

This chapter described the research methodology uses in the study. It described research design, setting, and participant of the study, data collection, and techniques and data analysis. It also presents the validity of the study.

3.1 Research Design

This study was a qualitative case study. There were four reasons why a case study design was more appropriate rather than any other research method. First, it has distinct advantages for answering “how” questions (Yin, 1989; p. 13). In this case, how the home and school literacy environment supports the TEYL. The research facilitates the in-depth exploration of the factors that promote English literacy environment within its context using a variety of data resources.

Second, this study attempted to seek an understanding of social phenomena naturally (Cresswell, 2003; Meriam, 2009), specifically by describing the experiences of students’ English home and school literacy. This study also concerns to investigate how the home and school literacy environment supports the TEYL. According to Meriam (2009), qualitative research attempts to understand experiences by involving the researcher as the main instrument in data collection and analysis. Therefore, the data collected does not intend to draw a general conclusion, rather explain and describe the phenomenon in which the context of research is undertaken.

Third, the researcher physically went to the people (parent) to investigate students’ home literacy environment, to the students and the teacher to know the school literacy environment also to the institution (school) to observe the behavior of the students in attending the process of TEYL, and “interpret the phenomenon in the classroom” (Cresswell, 1998; p. 144). Fourth, it employs “multiple sources of evidence” (Yin, 2003; p.32); multiple data collection comes from multiple sources (observation, questionnaires, and interview). Then, multiple data were gathered to be

analyzed using coding and memoing in order to enhance the validity of the study (Hamied, 2017).

3.2 Research Site and Participants

This study took place at a primary school in Bandung City, West Java Province. According to Hamied (2017), the selection of the research setting in qualitative research should be conducted purposively. There were two reasons for the selection of the research setting. They were the suitability and accessibility. The term suitability is assuming this elementary school is under the guidance of university and often used as the research site for some researchers in conducting their researches. Besides that, this primary school adopts a bilingual school system, which is Indonesia and English. It is assumed that the students at this school have more capacity than the other school. Then accessibility means that this school is located in the urban area even in the university itself. It will make easy the researcher to access the school. The school is friendly and permits the researcher to conduct this research. Thus, because of the familiarity of the research setting, the researcher might collect sufficient and abundant information to conduct a natural and empirical study in this school.

The participants consist of students, parents, and teachers. The first was students who were in the upper class of the elementary school. They were students of classes 4, 5, and 6 selected purposively. It means that the researcher uses judgment to select the participant for a specific purpose (Creswell, 1998; Frankel & Wallen, 1990; McMillan, 1992). This class was selected based on the consideration that the students of class 4, 5, and 6 have learned English so that it was suitable to be explored in case of their home literacy environment and how about their school literacy environment too in relation to the TEYL. Next, these classes were assumed to have a source of English literacy that most of their parents are lecturer, the administration staff of university whose economic status or educational background are supported to provide several sources of literacy including English literacy. That consideration about the

research setting and participant might help the researcher to have rich data about issued being studied.

Second, parents were also involved in being participants because they provided the home literacy environment of students. In this case, parents are the first who support English literacy in the home context. The data were gathered by giving them questionnaires of the home literacy environment and doing a home visit, the researcher can get that needed information. Furthermore, the parents that were involved as many as 53 parents from all upper-level classes (4th, 5th, and 6th of primary school). Three were three families will be chosen from each class based on the result of parents' questionnaires. Therefore, there were nine families will be observed within the home visit. Besides that, there were three English teachers were interviewed by the researcher to know how the student's attitude and behavior during the class of TEYL. In brief, the features of the school and participants were relevant to the needs of the study.

3.3 Data Collection Method

In collecting the data, this study employs several sources or several data to maintain the quality of data. Four primary sources of data in this study included questionnaires, interviews, observation, and a home visit. This data collection method shows that the research establishes and maintains the validity of the data. These several data collection method also has a function to produce the data gathered from a variety of perspectives individually. This constitutes the analysis data of triangulation.

3.3.1 Questionnaires

The first data collection was questionnaires. Sugiyono (2013) defined questionnaires as a technique of collecting data by giving a set of questions or

written questions to the respondent to be answered. In this case, the questionnaire was given to the parents to know and investigate how the children's literacy environment that covers the experiences of students' home literacy in English. Besides that, in the questionnaires, the researcher stated the question about the family profiles that highlighted to the parents' educational attainment and occupation to see if there is any difference in students' home literacy environment because of students' family profile. In realization, here the parents did not have any objection if their family profile would be published in this research because the research also presented those data through unreal names but used numbers. It was done as the ethical part to conduct research. It was suitable to be used because the parents as one of the participants are big enough and spread in several areas. Besides that, the questionnaire was considered as the main most widely used technique for obtaining information from the relatively economical subject.

Not only that, the different questionnaires would be given to teachers to answer the second question about the school English literacy environment. Meanwhile, the questionnaires that were used in this research consist of open and close-ended questionnaires. This questionnaire was adapted from the instrument or questionnaires of a thesis that has been conducted in investigating the home literacy experience of children and the school literacy environment concerning support both teacher and student in teaching and learning English.

3.3.2 Interview

The second data collection was an interview. It was also intended for both parents and students. For parents, the interview was intended to know more about their belief, behavior, and involvement in supporting the English literacy experiences at home. The interview has been done at least five parents/family in every class in order to make deeper validity in answering the

first question. In this case, there were about fifteen parents (families) as the representative to crosscheck and make data more valid from the questionnaires result that have been filled by parents before they are given an interview by the researcher.

Besides that, this interview was also intended for the students to investigate the school literacy environment. The purpose of the interview was to gain the information clearer. This interview with students was selected with the consideration that students would be more possible to be given an interview rather than questionnaires so that the interview conducted like making a dialogue or talking among friends. Creswell (2003,2011) explains the interview technique is used in order to maintain the focus and flexibility in practice. This interview investigated the school literacy environment focused on the teacher belief and attitude towards literacy, literacy activities between at school (between teacher and students), the availability of literacy sources including book and ICT support and the use of it. This interview used open-ended questions and closed-ended questions, which permits the person being interviewed to respond in their own terms.

3.3.3 Observation

The observation consists of classroom observation and home observation or home visits. The observation was an essential part of a qualitative study. To understand and interpret particular research issues cannot be done only from what has been done by participants, but it needs to conduct observation to see how they act (Alwasilah, 2000). The researcher makes video-recorded events in a systematic manner as they happen, code, transcribe and analyze the event subsequently.

3.3.3.1 Classroom Observation

Classroom observations were conducted to 4th, 5th, and 6th grade of elementary school. In this time, the researcher observed teacher and students' activities in English. The role of the researcher here was a non-participant observer (Cresswell, 1994). Therefore, the researcher did not participate in classroom activities. The classroom observations were intended to see the condition of the English literate environment in supporting the TEYL.

3.3.3.2 Home Visit

The home visit was essential and becomes one of the data collection methods that need to be done to see how the home literacy environment of students does. It would be conducted for three families of each class to see directly about the physical literacy environment. How much English book is available in their homes? How do literacy activities of parents and children occur there? In realization, the parents did not object if the data of those literacy activities and other information of their home literacy environment published in this thesis. Meanwhile, the framework of the home visit here was taken from the thesis entitled *How Does Parent Involvement Effect Literacy Development* written by Stephanie Joann Oest, Brockport, State University of New York).

3.4 The Technique of Data Analysis

In analyzing the data, the researcher used the technique of coding and memoing. Coding and memoing provide a building block for data analysis (Hamied, 2017). He also explained that both of these data analysis lead to abstraction,

comparing and drawing a conclusion. In this case, the data gathered from various data collection procedures. Therefore, all data support each other in answering the formulated research question.

3.4.1 Coding

Coding is an integral part of analyzing the data. It is the process of marking, labeling data to a symbol or description words (Hamied, 2017). According to Cresswell (2017) coding consists of three procedures are a). Open coding which means developing categories of information, b). Axial coding which means interconnecting the categories, and c). Selective coding or building a “story” that connects the categories.

In the open coding phase, the researcher examined the data (e.g. transcripts, field notes, and documents) then compared them to possible similarities and differences. In addition, the question was asked about the phenomena as reflected in the data. Meanwhile, axial coding means connecting categories to sub-categories. The category or phenomenon in terms of conditions that caused it was decided to become the focused point here. In this phase, the researcher put the data back after open coding by making a connection among categories and its subcategories. In the selective coding phase, the researcher validated the hypothesized relationship with the available data and filled in categories that need further refinement and development (Hamied, 2017).

3.4.2 Memoing

Memoing or making a memo is the process of theorizing the ideas about codes and their relationship in it. It could be a page, a paragraph, even a sentence. By so, the validity of the data becomes higher because memoing supports the coding analysis with the theory. In this phase, the researcher made a memo or took field notes in the process of collecting the data. By memoing, the researcher could easily move from empirical data to the

conceptual level, improving and making narrower the codes, develop key categories and showed their relationship. Thus, an integrated understanding of events, processes, and interactions in the case would be formed.