

CHAPTER III

RESEARCH METHODOLOGY

This section presents the research design, the research site, the participant, the data collection procedure, and the data analysis.

3.1 Research Design

This study is intended to inquire an implementation of balanced literacy approach in teaching reading for young learners in the actual classroom experiences. To answer the research questions proposed in this study, an exploratory case study design was employed (Yin, 2014). The goal of using exploratory case study in this study is to explore a phenomenon which becomes a point of interest (Zainal, 2007), a phenomenon of a teacher's balanced literacy implementation in developing a reading program for young learners at a private school in North Bali, Indonesia. In this case, the teacher's implementation of balanced literacy approach in teaching reading for young learners serves as the point of interest of the study. Since the point of interest relates to a teacher's challenges and experience in implementing balanced literacy approach, the exploratory case study was supported with preliminary research of single-case study design (Yin, 2014; Zainal, 2007). The study is an in-depth description and analysis of a bounded system within a real life (Merriam, 2009), therefore it is expected to be able to describe the implementation of balanced literacy in teaching reading for young learners at a private elementary school.

The researcher has a little control over the phenomenon to maintain naturalness of the case boundaries, namely the research site and the participant's demography. Based on Yin (2014), a qualitative case study is an inquiry that investigates "a contemporary phenomenon within its real-life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context" (p. 13). One of the characteristics of the case study is an attempt at preserving a holistic approach in

order to maintain the unity, naturalness, and integrity of the case (Punch & Oancea, 2014). Based on the preliminary observation, the case boundaries

revealed that the English teacher demonstrates scaffolding for teaching reading of complex text after the same activity was done in the Indonesian Language subject. The private school establish bilingual learning but declines being called as an international school. Related to School Literacy Movement in Indonesia, this phenomenon could be an interesting alternative to be investigated using exploratory case study design. The bounded system in the phenomenon may consist of an individual, a role, a small group, a community and an organization (Miles, Huberman, & Saldana, 2014). Due to its advantage in examining data within a specific context including maintaining naturalness, originality of the case, and unity (Punch & Oancea, 2014; Zainal, 2007), this research method was selected. Within the quality of qualitative research, a case study was relevant to seek the answers of why the teacher implemented the components of balanced literacy approach in teaching reading for young learners, what challenges the teacher encountered, and how the strategies used by the teacher encourage the learners to be effective readers.

The main intention of conducting this study is to describe and to understand the phenomenon with its complexity and entirety in the context of teaching method and a balanced literacy approach in the elementary level, specifically fifth graders. In addition, generalization is not the main purpose of the case study (Punch & Oancea, 2014). When the case is interesting, important, and worthy, an in-deep qualitative case study could be useful design to investigate the case (Creswell, 2014). In line with the theories, this study employed the process of conducting a case study: to establish criteria of a case, to design a preparation of data collection, to obtain data, and to execute data analysis (Merriam, 2009; Yin, 2014). Readers can learn from the narrative of the case and determine whether it could be applied in their context (Merriam, 2009). Since the study aims at describing the implementation of a teaching strategy used by a teacher at a particular time, evidences gathered from various sources are triangulated and analysed (Hamied, 2017). As a result, this study was intended to provide a description of a balanced literacy teaching implementation in the context of English as foreign language (EFL) young learners setting in Indonesia.

3.2 Research Site

The research took place at a private elementary school in North Bali, Indonesia. The school was purposively selected based on several considerations. First, it is related to the gaps found previous researches of reading literacy teaching in Indonesia. Previous research of Indonesian classroom context revealed that teachers and school staffs have limited understanding of setting priority for reading-writing literacy culture in implementing a reading program (Yuliyati, 2014). Second, the reading literacy program in the private school has been advancing into co-curricular and intra-curricular programs. The intra-curricular reading program includes the integration of reading as a part of classroom activity, for example spelling class and reading comprehension class which become a part of English class. Meanwhile, co-curricular program covers supporting literacy activities which are not firmly a part of one subject but continuously influence children's development in the classroom, for example, home reading log activity which promotes sustainable reading activity at home. Third, regarding national government's program, *Gerakan Literasi Sekolah*, the school also actively involved in professional development workshop for public elementary school teachers in developing reading program in North Bali. Thus, the elementary setting was chosen due to lack of researches on balanced literacy program implementation for young learners in Indonesia.

The school is located in a small village close to paddy field in North Bali, Indonesia. Due to the bilingual teaching and learning, most of people in the city misunderstood it as an international school, therefore there is a public assumption that students in the school would be mostly foreigners. In contrast, the school is actually a private elementary school with a developed school-based curriculum and student enrolment predominantly comes from local middle class families. Although there were also several students who are native English speakers but their numbers are relatively few. Therefore, the purpose of this study was to inquire into a teacher's experience in transferring balanced literacy approach to a reading program for young learners in a diverse classroom setting.

First established in 2012, the school consistently developed their infrastructures. The building consisted of one principal room, one administration

room, one medical room near the administration room, one teacher's room, one computer room, eight classrooms, two creativity rooms, one big hall, two libraries, one security room, parking lot, and a big yard where students can play a lot of games. Since elementary school level engaged students in fun learning, the creativity room was frequently used for storytelling, dancing, singing songs, and playing games. For students, there were not allowed to bring cell phone but the staff will help students to use the office telephone when they need to call their parents. Parents also can phone the school through the office number when they needed to inform something. Wi-fi connection is not available in all area except for administrative room, principal room, and teacher's room. The teacher also rarely used internet in the classroom, but sometimes they use a laptop to play video.

As in other public schools, English in this private elementary school is a compulsory subject for all levels. Most of national plus schools usually separate the use of national curriculum (e.g. 2013 Curriculum) with an additional curriculum (e.g. Cambridge program). With that program, students usually have English subject of 2013 Curriculum and another English subject with expatriate teacher of Cambridge program. In contrast, this school specially developed a school-based curriculum where they did not separate one subject into two different blocks of curriculums. They employ school-based curriculum and use extra imported books from Singapore and Canada. For instance, students learned Math with one teacher but uses bilingual communication (English and Indonesian language), except for English, they had to use full English for communication. The application of the curriculum also embedded the beliefs of 2013 Curriculum, especially character education. By integrating local culture into the school events and English learning, the students learn about character education to empower multicultural awareness in order to respect differences among the members of the school.

Each class consisted of approximately 19-23 students. With those numbers of student, teachers are expected to particularly concern on every student in the classroom. In three rows seating arrangement, students sat with pairs. The desks and chairs were made of light materials, thereby students could easily move them

and change their seating arrangement into groups. Regarding the integration of reading literacy program, one of the school missions was implementing the philosophy of differentiated instruction which promotes individual potency and appreciates differences. By using differentiation, it allows instructional strategies for individual's need through learning in the same classroom setting (Tomlinson, 2014). Therefore, they design the lesson schedule to be "brief but often" in order to incorporate various routines in the classroom setting (see Appendix 4). By considering young learners' short span of concentration, they study English subject from Monday to Thursday with one meeting consisted of one block. One block spanned for 40 minutes where students learned reading comprehension, spelling quiz, and phonics-based reading. They learn spelling on Mondays and Thursday, and reading comprehension on Tuesdays and Wednesdays. Based on the overviews, the school establishes an image of balanced literacy setting.

3.3 The Participant

The participant of this research was Mr. Sam (pseudonym), an English teacher in a private school who was also one of the school founders. He was selected based on several criteria which were established for guiding the case selection (Merriam, 2009). First, he involved in developing a reading literacy program in the school and occasionally assisted a professional development workshop for local teachers. He is a full-time expatriate teacher who teaches English for the last seven years at the school. Second, his teaching career including teaching of primary level and literacy spanned for over 30 years. At first, he began his teaching career as a social study teacher in Canada. Then, he achieved certificate to teach English as a foreign language, and spent 15 years teaching and developing English language centre in Japan. Due to multiple experiences in teaching young learners and English, he professed to be interested in mastering classroom management. Now, he resides in North Bali and eagerly improves the school with more innovations for young learners.

To implement *Gerakan Literasi Sekolah*, many schools need a role model that represents length of reading program and particular strategies to integrate reading in the school program (Yuliyati, 2014). Related to the research, Mr. Sam is a teacher who established reading program and taught English including the

teaching of alphabet, phonemes, and interactive reading. Being the only native English speaker at the school, he is not hesitate to deliver his speeches in full English during the morning assembly, even though some students might still struggle in English. He believes that the key of teaching reading and English is giving students opportunities to use the language as much as they can. It is the school responsibility to create an atmosphere to motivate more optimistic learners. In addition, he prefers to teach reading without using translation because it might halt students to build their own language and cause them to wait for the translation rather than infer the language by themselves. As a result, the teacher of this study exhibits a teacher-student rapport which fosters procedures of teaching reading for lifetime support.

Based on previous research of *Gerakan Literasi Sekolah* in urban and rural elementary schools, Sayukti (2018) found that students required a sustainable reading activity and teacher's clear instruction to guide them in routines. Therefore, the study specifically observed the teacher's implementation in the fifth grade class in order to find out his procedures of teaching reading in the classroom. The class was selected based on a consideration and discussion with the teacher. Based on the preliminary observation, fifth grade students demonstrated an image of balanced literacy learners as they had been following the reading program for approximately four years in the school. The class consisted of 24 students with average age of ten years old. All students were Indonesian native speakers. However, some students were coming from various ethnicities including multicultural families with non-Indonesian parents. There are some students who came from family with high exposure of English; meanwhile some students were also coming from families without English exposure. For introducing multiple cultures, children of the school started to read Indonesian novel when they entered fourth grade. By the grade of fifth, the teacher started to promote more English novel reading, especially during novel study lesson or book review in English class.

3.4 Data Collection

Data were obtained from several sources: classroom observations, interviews with the teacher, and teacher's documents.

3.4.1 Classroom Observations

The classroom observations focused on observing particular elements of balanced literacy occurred in the classroom. All lessons were video-recorded with smartphone and supported with field notes. However, there were four meetings in the fifth grade class which was failed to be recorded because of sudden error in the smartphone. The main objective of using field note is to assist unseen events which were unable to be recorded video. The aim of the observation is to help the data collection process about someone's behaviour in the classroom as well as the meaning of that behaviour (Marshall, 1995). Due to excessive noise, and limited angle to record video, the results of the video might not capture particular scenes in the classroom. Therefore, field notes were used for its accountability to record how the teacher executed his plan in the classroom and how he deals with the challenges encountered in the field. According to Creswell (2007), description from interpretation and reflection in the field notes should be written separately. What happened during the activity can be described in the description section and further questions raised during the observation and important notes for personal reflection can be written in the reflection section.

The researcher served as a non-participant observer (Creswell, 2012, p. 214). Being a non-participant observer, the researcher came to the classroom without being involved in the teaching and learning activities. Although observation help to comprehend the teacher's natural setting (Hamied, 2017), the researcher might not be able to directly experience the teacher's difficulties in implementing the balanced literacy approach. Moreover, the access to real situation might be limited as the actual reading program involves all level of students. However, observing the fifth grade class was expected to provide a picture of implementing the theories in a specific view: the preparation and the practice.

As mentioned before, one of major problems appear during the implementation of balanced literacy in Indonesian context is that most of teachers

suffer from inadequate resources for executing the approach in actual class, and lack of curriculum design for guiding the process (Yuliyati, 2014). The observations looked for the teacher's attempt to maximize the use of multiple teaching materials in the classroom and procedures of balanced literacy implementation. It also concerned on the challenges he experienced in the classroom, and the way he maintained student's reading interest. For those reasons, the classroom observations were summarised in the following table.

Table 3.1

Classroom Observation Schedule

No	Date	Focus/Lessons	Methods
1	03/04/2018	Observing the teacher's prior practice of teaching reading in English class	Photo/field notes
2	04/04/2018	Observing the teacher's prior practice of teaching guided reading	Photo/field notes
3	22/08/2018	Observing the teacher's practice on reading comprehension	Photo/video/field notes
4	23/08/2018	Observing the teacher's interactive reading aloud practice.	Photo/video/field notes
5	27/08/2018	Observing the teacher's teaching practice on spelling task	Photo/video/field notes
6	29/08/2018	Observing the classroom's evaluation of reading comprehension	Photo/video/field notes
7	30/08/2018	Observing the classroom's evaluation on spelling task	Photo/video/ field notes
8	03/09/2018	Observing the classroom's spelling class and game activity	Photo/video/field notes
9	05/09/2018	Observing the teacher's practice on using video documentary and reading worksheet of non-fiction text	Photo/video/field notes
10	06/09/2018	Observing the teacher's practice in evaluating reading comprehension worksheet of non-fiction text	Photo/video/field notes
11	11/09/2018	Observing the classroom's independent reading practice	Photo/field notes
12	13/09/2018	Observing the practice of spelling quiz	Photo/field notes

3.4.2 Interviews

Interviews in this study were carried out with the participant as the main source of data and an additional informant. The main interview with the participant set to

explore his point of views of the implementation and challenges in teaching reading for young learners using balanced literacy framework. Due to obtaining information for study in depth, additional informant was naturally recruited during the data collection (Merriam, 2009). In this case, another interview was conducted with Ms. Dina (pseudonym), the founder of the school. The purpose of the interview was to obtain information about the curriculum design and philosophy of the reading program at the private school. As a result, there would be two expected points of information from the interviews: information of the teacher's point of view and teaching reading practice, and information of the philosophical foundation of the reading program.

Interview guide is essential for gaining more information which is not available during the observation (Alwasilah, 2012). Thus, interview was intended to confirm the classroom observation data related to the practice of teaching. It was conducted through formal interview and informal conversations. The formal interviews were conducted twice, during the data collection (August 23rd, 2018) and after the data collection (September 13th, 2018). The main purpose of the first formal interview was to obtain information and clarify the teacher's teaching practice in the classroom. The second interview aimed to explore his responses about his challenges and efforts in supporting children's reading habit throughout the program.

Table 3.2

Formal Interview Guide for The English Teacher

No	Procedure of interview	Focus of the interview
1	During data collection	<ul style="list-style-type: none"> - To clarify the steps of strategy, assessment, and materials he used during the teaching and learning process. - To obtain specific information about his effort in promoting positive reading habit to children.
2	After the concluding stage of data collection	<ul style="list-style-type: none"> - To obtain his responses on the experience and challenges he encounter during the teaching and learning process. - To obtain specific information about problems he faces in the classroom and the reason of why he handles it using a certain method.

Table 3.2 summarizes the focus of each formal interview. As the participant was also easy-going and actively explaining his teaching activities after every classroom observation, informal conversations were also noted down in order to enrich the interviews data. For supporting data, the principal and one founder of the school were also taking a part as additional informants. With the permission of the participant, the information was recorded in notes and tapped. The data from interviews were transcribed and confirmed by the participant. For several missed information, the researcher contacted the teacher through email.

3.4.3 Teacher's Documents

Main data of the teacher's document was derived from the materials he prepared for teaching reading in the fifth grade class. Materials consisted of reading comprehension worksheets, spelling list, novel study worksheet, book review worksheet, minilesson tasks, and English novels. The main data sources were taken from the worksheet he prepared before the academic year began. The worksheets consisted from instructional materials which he downloaded from internet or copied from textbook. Other documents included to the lesson plan, rewarding system, and student's reading log. In this study, the authentic material he used included English novel or non-fiction text from magazine. The main objective of using documentation in this study is to investigate the teacher's preparation before entering the classroom. Documentation is also used to gather information about the teacher's practice on fostering positive reading habit to student through home reading log (see Appendix 6). As a post-activity, the teacher employed home reading log for children to reinforce a character of positive reading habit.

Due to lack of lesson plan records, the data from documentation were supported with the teacher's teaching materials and reading survey. The teaching materials include the reading comprehension worksheet, spelling list, sight words list, and novel study hand-out. To support the documentation in the form of "symbolic materials such as writing and signs and non-symbolic materials such as tools and furnishings" (Le Compte & Preissle, 1993, p. 216), sample of student's certificate rewards, reading response writing, and reading log were also obtained for additional information. Video record and photography are included for visual

documents (Merriam, 2009), thereby several pictures of classroom displays were also used as additional sources to enrich the data collection. Therefore, those documents were obtained to provide comprehensive and reliable data in the natural setting.

3.5 Data Analysis

Data analysis was conducted over the data collection process and after the classroom observations. To reduce limitations and bias of a specific method, this study used a variety of methods (triangulation) to gather data from different sources (Maxwell, 1996). Triangulation addresses the issue of internal validity by using more than one method of data collection to answer a research question. For that reason, on-going data analysis was based on the field notes of classroom observation. Furthermore, the data of the teacher's documents and student's home reading log samples were discussed in the Chapter 4.

3.5.1 Data of Classroom Observations

Data from classroom observation were analysed to answer the first research question about the teacher's implementation of balanced literacy framework in the classroom. In inquiring the teacher's experience in implementing the framework, classroom observation was recorded in the field notes. Descriptive and reflective field notes were utilised in order to verify the framework with the teacher's practice. The framework of balanced literacy components proposed by Fountas and Pinnell (2016) were utilised in particularly define the sequences of the teacher's teaching practice. The reason of choosing the framework was due to its concise description toward each component of balanced literacy, including teacher's strategies and level of support indicators. Furthermore, the data gathered were organized, categorized, synthesized, and interpreted into discussion in the Chapter 4. The model of Fountas and Pinnell (2016) includes interactive model of shared reading, minilesson, literature discussion, independent reading, guided reading, word study, and interactive read aloud. The following table illustrates the observation data analysis.

Table 3.3

Model of Balanced Literacy Framework

Elements of model	Description	Level of teachers' support	Evidences
Interactive read-aloud and literature discussion	Teachers read aloud and engage students with texts which cannot be read by students by themselves.		
Shared and performance reading	Students read aloud in phrases, notice punctuation and dialogue, and think about the meaning of the text.		
Guided reading	Students discover evidences of the guided questions and communicate their critical thinking through writing.		
Writing about reading	It can be used with interactive read-aloud, literature discussion, guided reading, and independent reading.		
Independent Reading	Individual students read a text based on their choice.		
Minilesson	Teacher gives a brief demonstration of a principle or pattern that students need to learn.		
Word study	Students actively learn the rule of phonics and spelling.		

Table 3.3 summarised the elements of Fountas and Pinnell's (2016) model of strategic actions in teaching reading to fifth grade students. The classroom observation data were interpreted to find out the teacher's procedures of implementing each element appeared in the classroom. The framework was synthesized due to its concise indicators which allow elaboration on the teacher's practice in teaching reading within the text, beyond the text, and about the text.

3.5.2 Data of Interviews

Data from interviews were transcribed and analysed using Merriam's (2009) model comprising: category construction, categories sorting and data, and naming categories. Since the participant is a native English speaker, the transcripts were not translated anymore. In this study, the researcher used the term *theme* which

could be the same as ‘category, pattern, finding, and answer’ to a research question (Merriam, 2009, p.178). The theme referred to the findings which appeared in the interview transcript, and then it was sorted into categories. The results were coded to adjust data in in theme section in the particular margin (Rossman & Rallis, 2012). The following tables illustrate the process of analysis from interview data.

Table 3.4

A Sample of Transcripts Interview Display

Line	Questions/Answers	Themes
1	I : Do you have concept of print?	Concept of print in the classroom
2	Mr. Sam : For lower kids? Or higher kids? For the little kid,	
3	well, that’s not exactly true. We have one book series called	
4	big books which is sight words. That’s for grade one and two.	
5	Grade three, we have books which we call pre-one book.	

Table 3.5

A Sample of Themes Classification Display

Line	Statements	Categories
14-15	when I see expertise, it is more about experience. And also, English for young learners, I’ve been doing that in Japan for many many many years.	The teacher’s demography
18-19	This is whole language approach and this is phonic approach. It’s like a combination of both of them.	Definition of balanced literacy

Based on the tables, data from interview with the teacher and additional informant was coded. The process of collecting the data was done through observation, interview and documentation. Therefore, by coding the data gathered in the field, it helps the analysis to segment all data.

3.5.3 Data of Teacher’s Documents

Concerning the research questions about teacher’s experiences on supporting student’s positive performances in reading, the data of teacher’s documents such as reading worksheet, spelling list, and sight words list were analysed using the framework Fountas and Pinnell’s (2001) framework of selecting, introducing, and using levelled text. The framework presents a feasible procedure of text selection

for teacher's preparation in providing text which accessible for students in different level. As mentioned by Wren (2001), the implementation of combining phonics instruction and whole language approach in actual classroom of balanced literacy tend to remain unclear, therefore, the analysis of documents was intended to track the teacher's teaching procedure in establishing the theory into practice. Meanwhile, in inquiring the teacher's way to promote positive reading habit for young learner, student's home reading log was analysed (Padmadewi, 2016). The reason of choosing this framework was due to its rich samples and indicators in including reward system analysis.