

CHAPTER III

RESEARCH METHODOLOGY

This chapter is devoted to outline the methodology of the study. It presents the research design, research subject, data collection techniques, and data analysis. The research design describes the chosen method used in the current research. The research subject explains the selection of the place and the participants in the study. The data collection technique elaborates the structure of the conducted research from the way data were collected. The data analysis presents the way the gained data were analyzed.

3.1 Research Design

The current research was conducted to explore the ways students make meaning of gender in narrative texts in EFL textbook. To this extent, this study was employed in qualitative approach since according to Komariah and Satori (2011), the qualitative research is a research based on the development of basic questions regarding on what and how phenomena occurred. It allows the researcher to analyze, describe, categorized and interpret the data (Creswell, 2012) in exploring the ways students make meaning of gender issue presented in narrative texts in EFL textbook.

In addition, descriptive case study is used in the current research to enable the researcher to closely examine the data within a specific context since case study allows the researcher to do research in small amount of respondent (Emilia, 2009). Case study is designed to answer questions in which researcher cannot manipulate the target behavior (Yin, 2003 cited in Baxter and Jack, 2008). Moreover, case studies are usually used to portray ‘what is like’ to be in particular situation, to get a detail description of participants’ lived experiences, or the participants’ thoughts about and feelings for a situation, and it usually employs various types of data (Cohen, Manion, & Morrison, 2007). Hitchcock and Hughes (quoted in Cohen, Manion, & Morrison, 2007) also assert that a case study can be used when the research focuses on “individual actors or groups of actors, and seeks to understand their perceptions of events.” Furthermore, descriptive case study method generally deals with attitudes and opinions from individual, group, or organization, event or procedure (Molani & Ucu, 2015). Since the purpose of this study is to explore the way students make meaning of gender in

Indri Rachma Sinta, 2019

STUDENTS’ MEANING-MAKING OF GENDER ISSUES IN EFL TEXTBOOK

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

narrative texts in the EFL textbooks, those delivered statements underpinning the choice of research design for the current research.

3.2 Research Subject

The data of this research are collected from the sample which chosen by purposive sampling method. Purposive sampling is chosen since it explained that the method is typically used in qualitative research to identify and select the information-rich cases for the most proper utilization of available resources (Patton as cited in Etikan, Musa, & Alkassim, 2016).

The idea behind purposive sampling is to concentrate on people with particular characteristics who will better be able to assist with the relevant research (Etikan, Musa, & Alkassim, 2016). Thus, the sampling method in line with the process of participant selection in which the participant not only chose by their availability to participate in this research but also has particular characteristics. In this research, the limitation for being the participant is the students of nine grades in a private school in Bandung. The nine graders are chosen since they receive narrative text material lesson in their academic year based on curriculum in Indonesia.

3.3 Data Collection Techniques

There are two forms of data collection technique used in this research. The data of all activities in classroom are collected through classroom observation and interview.

3.3.1 Classroom Observation

Classroom observation is chosen to observe the ways students make meaning of gender issues presented in the texts through the activities during the lessons. Observation was conducted to find out the information of the retrieved behavior in the setting where it takes place from the participants (Creswell, 2009). In gaining the exploring process of students make meaning of gender, the researcher used the video-taping to record the activities in the classroom. The activities consist of role-playing to explore gender manifestation in emotional expression and group discussion to explore relation of power and behavior and traits in relation to gender. In addition, audiovisual is good for classroom observation since it provides extensive data about real life situation as people visualize it, and it can help researcher to understand the central phenomenon under the study (Creswell, 2012).

The type of classroom observation used in this research is participant observation in which the researcher actively participated during the activity. Schensul, Schensul, and Le Compte (1999 p.91 cited in Kawulich, 2005) list the following reasons for using participant observation in research:

1. to identify and guide relationships with informants;
2. to help the researcher get the feel for how things are organized, how people relate to each other, and the cultural measurements;
3. to show the researcher what the cultural members consideration in manners, leadership, politics, social interaction, and taboos;
4. to assist the researcher in understanding the cultural members by easing facilitation of the research process; and
5. to provide the researcher with a source of questions to be addressed with participants.

In this research, researcher has a role as a facilitator to facilitate the participants with basic understanding regarding the used texts. Researcher acted as the teacher to share needed knowledge before dig into researched issues in the text.

3.3.2 Interview

Interview is a specific purposed conversation of two-person initiated by the interviewer (Cohen et al., 2007). It provides detail information from the participants (Creswell, 2012) in which the information contains their experience derived from their stream of consciousness (Seidman, 2006). The data from interview is used as a tool for validation the main data being analyzed. Yin (2003) stated that the maintained chain between multiple sources of data will strengthen and increase the quality of the research.

In addition, as stated by Alwasilah (2012), by interviewing the respondent, a researcher can get in-depth information because of the following reasons:

1. The researcher can explain and paraphrase the questions which cannot be understood by respondent.
2. The researcher can give follow up questions.
3. Respondents tend to answer the questions when they are asked.
4. Respondents can tell something in the past and future.

Semi-structured interviews are applied since it allows the researcher to conduct open-ended questions in an informal interview (Cohen & Crabtree, 2006 cited in Robert Wood Johnson Foundation, 2008). It means that the improvement of question planned in interview is allowed.

Semi-structured interview is used as to its flexibility in gaining information that needs the cooperated situation with the expectancy that information can be gained from the respondents (Trianto, 2010). The questions of interview are organized based on the gender issues likely appear in the text including firstness (relation of power), emotional expression, and behavior and traits. The interview is audio recorded and the result of interview is transcribed then by the researcher. Both Indonesian and English will be languages used in the interview.

3.4 Data Analysis

Once the data are collected through classroom observation and interview, they are then to be analyzed. The following section is intended to further elaborate the steps included in the analysis of data. The analysis of data is based on framework by Sue Jackson (2007) as explained in previous chapter.

3.4.1 Transcribing

The data are collected from videos are watched and transcribed. In addition the data gathered from interview in the form of audio recording is also transcribed. However, the videos and audios are transcribed just the ‘talk around the text’ part of the lessons and the issues being discussed since transcribing and analyzing whole of data is very time-consuming (Sunderland, 2000).

In transcribing the data, the researcher used some strategies from Burns (1999), such as keeping the transcription as simple as possible, labeling the speakers using letters, numbering the lines or clauses and inserting contextual information to explain essential aspects such as non-verbal interaction. Furthermore, the researcher labels each utterance in video transcription with “T”, “A”, “M S”, “F S” and “Ss”. T refers to utterance expressed by teacher, A refers to all of the students, S refers to individual student in which M stands for male and F for female; and Ss refers to a group of students.

3.4.2 Interview Result Analysis

The steps included to analyze data gained from interview are transcribing the audio record, classifying, coding, and interpreting the data (Rowley, 2012). Presentation of findings can be significantly enhanced by appropriate use of tables (including text, not numbers), diagrams, and other devices that summarize and analyze the data.

3.4.3 Triangulation of Data Analysis

Triangulation is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic (Olsen, 2004). In triangulation, the qualitative researcher is expected to draw upon multiple (at least two) sources of evidence; that is, to seek convergence and corroboration through the use of different data sources and methods. Since the current study gained data in the form of classroom observation and interview transcription, then the data described in the form of triangulation by gathered all of the gained data and make the interpretation of it. As for the steps of the analysis and interpretation, the current study adapted steps suggested by Creswell (2010) as follows:

1. Preparing the data for analysis: all the data were organized including the result of observation and interview transcriptions.
2. Reading and understanding all the data: the data were read to gained general sense of the information and to reflect in its overall meaning.
3. Coding: the classification of the data into categories/label/terms
4. Making interpretation or meaning of the data: the researcher described the phenomenon by interpret the presented data.
5. Drawing conclusion: the conclusions are made form the data interpretation.

3.5 Concluding Remark

This chapter has presented and elaborated the methodological aspects applied in the research covering research design, research site, participants, data collection techniques and data analysis. In the next chapter, the findings and discussions of the research will be discussed.

