CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology implemented for this present research. To answer the research questions, the research methodology is divided into several sections namely research design; research site and participants; teaching procedures; data collection procedures; and data analysis.

3.1 Research Design

To answer the research questions, this study employs qualitative methodology. This study attempts to seek understanding of social phenomenon naturally (Cresswell, 2003; Merriam, 2009), specifically by describing teacher's implementation of critical literacy using four resources model in EFL classroom. This study also concerns to find challenges and benefits of the critical literacy implementation in EFL classroom by investigating the EFL teaching and learning process at Junior High school through several of data collection procedures. As stated by Merriam, (2009) qualitative research attempts to understand experiences by involving researcher as the main instrument in data collection and analysis. Therefore, the data collected does not intend to draw general conclusion, rather explain and describe phenomenon in which the context of research is undertaken.

In addition, this study employs teacher as researcher method. This type of research requires teacher acts as the main factor that determines the success of the research. Employing teacher as researcher method, this study aims at understanding natural phenomenon through teacher examination and reflection (Carmichael & Miller, 2006). Having a real practice on teaching critical literacy using four resources model, the researcher plans, designs, and conducts teaching and learning practice by her. Regarding the reflection phase on this study, the researcher analyzes the data collected during the action and draw conclusion based on literature review.

The selection of the research method is also considered based on its benefits. Teacher as researcher method is beneficial for both students and the practitioner-teacher (Menter, 2011). As the development of teaching and learning English in the Indonesian context, this method explores four resources model of critical literacy to equip the students with critical capacity. Moreover, this method also becomes

the initial professional teacher education to improve their understanding of critical literacy practice through real experience.

3.2 Research Setting and Participants

This study was conducted in a junior high school in Pamekasan, Madura. According to Hamied (2017), the selection of the research setting in qualitative research should be purposively conducted. There are some reasons behind the selection of the research setting, the suitability, and accessibility. The first reason is in term of suitability, assuming that critical capacity will occur in this school because this school belongs to first cluster school with highly qualified students. Thus, this school is chosen as a pilot school for junior high school to implement the 2013 curriculum in Pamekasan region. The second reason behind the research site selection is accessibility. As the alumnus of this school, the researcher is familiar with the context; therefore, it will be easier to gain natural experience of investigating the research issues. Besides, this school provides easy access to conduct the research. Being familiar with the research setting, the researcher might collect sufficient and rich information to conduct a natural and empirical study in this school.

The participants were eighth graders of junior high school in Pamekasan, Madura, and also the researcher herself that plays a role as a teacher during the research. The class is selected after preliminary research being conducted in this school. According to the teacher, this class is suitable to be explored with critical literacy practice, because the students are better equipped with English proficiency than the other classes. Besides, this class also has been familiar with the use of multimodal text as the teaching and learning media. It is considered because this study will use multimodal text in critical literacy practice as the media to investigate and examine texts. Those considerations about the research setting and participant might help the researcher to have rich data about issued being studied.

3.3 Teaching Procedure

This study was conducted in six meetings. Four songs were selected as texts during the discussion. The song lyrics discussion was broken-down into four resources, namely code-breaking practice, participating in the meaning-making process, using text functionally, and critically analyzing text. Each resource has its own goals and focuses on guiding students to critically literate the song lyrics. Before performing the four resources, in the first meeting, students were introduced to the concept of critical literacy including its aims, definition, and the way to conduct critical literacy practice. It is done to familiarize students with the concept of critical literacy (Abednia, 2015) because it is the first time for students to experience this learning model. After the introduction, the students were guided, facilitated and prompted to experience the four resources model.

In code-breaking practice, students were invited to encode the technical vocabularies that relate to the issues discussed in the song lyrics. Students were asked to read the lyrics silently. Then, the teacher played the music video of the song. After watching the music video, the teacher showed related vocabularies and some figurative language that should be understood by the students. Besides, students were also asked to identify other difficult vocabularies to be discussed further. Other breaking code activities were also done by guiding students to break the code in the music video including auditory and visual aspects.

In semantic practice, students were engaged in the meaning-making process. First of all, it was discussed the general meaning of the songs. In this practice, students' prior knowledge were activated and connected with the issue being discussed (Levy & Byrd, 2011). Students were asked about their experience with the theme of the songs. As stated by Levy and Byrd (2011) music and song lyrics can be combined with other resources of information to comprehend the message inside the song. To enrich students' background information about the songs before drawing songs' message, the teacher gave song background text. Then students were divided into a small group to discuss the background of the song including the information about the songwriter, the artist, and the moment when the song is written. Then, classroom discussion

was conducted, and the teacher asked each group to deliver their presentation about the song background. After song background discussion, students were guided to have song lyrics interpretation. They were also worked in group to interpret each stanza of the song. Therefore, in making meaning of the message of the song, the students synergized their own background knowledge about related issues, information from song background, and understanding the literal and inferential meaning of song lyrics through lyric interpretation task.

In pragmatic practice, students discussed actively the structures of song lyrics and the social and cultural function of songs. In order to understand the purpose of composing a song or song lyrics, students were guided to understand the structure of the song including the introduction, verse, chorus, and ending of song lyrics. By employing printed song lyrics and music video, students were asked to compare the social and cultural function of the song. This practice also aims to make students aware that a part of its function is to entertain the readers through poetic words, song lyrics is a media to deliver perspectives, beliefs, and feeling of people (Mots, 2015). Through this practice, they would be aware to not take for granted the information in the lyrics and understand that they might give their voice of particular phenomenon through poetic and figurative language.

In critical analysis practice, students were encouraged to challenge the commonplace or status quo, investigate the author's intention, interrogate different viewpoints, and consider social injustices reflected in the lyrics. Interrogating different viewpoints was done by selecting song lyrics with different theme. As suggested by McParland (2009), selecting the different theme of songs will provide a variation of world representation in the songs. It helps students to investigate song lyrics from multiple points of views. Besides, it is also done by providing the text resources that have a powerful storyline (Soden, et al. 2013), students are trained to build a new interpretation of text based on their knowledge they got from the previous literacy resources. Investigating song writer's purpose was also done by scaffolding students to find the reason behind the word selection in the song, people

involved in the song and music videos, and how the writers portrayed them in the song. Investigating who are the target readers/listeners of the song also helped students recognize the writer's purpose. In this critical practice, students also need to take their position whether they stand with the songwriter or against the idea presented by the songwriter in the song lyrics. To be a critical analyst, students were also invited to recognize dominant voices and silent voices reflected in the song lyrics. Then, as the last activities to be a critical analyst, students were invited to write a reflective journal about their experience in critical literacy practice, and their review of world representation in the lyrics.

In regards to the text selection, the teacher selected four songs entitled "Where Is the Love" song by The Black Eyed Peas; "Waiting on the world to change" by John Mayer; "Mean Girls" by Rachel Crow; and "Try" by Colbie Caillat. The selection was done due to some considerations. The consideration includes the texts should reflect student's real-life problems (Griva, 2017; Ibrahim, 2017), contain problematic and powerful storyline (Kouki & Virta, 2017), challenge the status quo or values within society (Ciornei & Dina, 2014), and represent various genres of songs (Levy & Byrd, 2011). The four-song lyrics were employed in the teaching and learning process as they met these considerations.

The first song lyrics entitled *Waiting on the world to change* discusses the government hypocrisy and society's apathy to the world problems including war, misleading information by the media. This song employs political rhetoric, an issue that is also important to be discussed in the classroom (Ibrahim, 2016). Through the power of language, this song lyric tries to challenge people awareness about their role in creating a better world. The song lyrics also present powerful and problematic storyline. Through language selection, the songwriter tries to start a debate among societies regarding government abusive power versus societies' power and effort in changing the world. Besides, this song was chosen to make students' aware of problems happened in their surroundings. As mentioned by Freire and Macedo (2005) the goal of critical literacy is to empower students to be the agent of change that

creates more social justice in society. Thus, they need to be wide awake of the problems that they are facing today. Regarding its genre, this song belongs to a rock blues song. This type of song genre is worth to investigate as the alternative text in language learning, especially with critical literacy practice. As mentioned by Levy and Byrd (2011) marginalized song genres such as rock and hip hop give promising impact to promote students' critical capacities and multiple interpretations as they have unique message or values that might not be found in popular song genre.

The second song lyrics entitled *Where is the love* pictures war, discrimination, terrorism, humanity, and other world's problems. This song was inspired by the tragedy of the World Trade Centre bombing. However, the songwriters remake this song and released the song in 2016 as they see terrorism, war, discrimination still happened in this world. Having the aforementioned issues, this song presents problematic storyline, in which the lyrics questioned people whether the sense of humanity still exists in the world. Through the language selection in the song lyrics, the writers also bring government issues, regarding their policy of war and media information. Connected to the problems of today's society, this song lyric spread a message of protecting young generation from the moral degradation. Regarding the genre, hip-hop song is limitedly explored in language teaching (Levy & Byrd, 2011). Thus, the teacher intended to invite students multiple views by varying text selection to the marginalized song lyrics.

Meanwhile, the third and fourth song lyrics entitled *Mean girls* and *Try* were selected because these two songs present a powerful storyline that closely relates to students' everyday life. *Mean girls* song discusses bullying acts that happened in school, a place where they should gain knowledge rather than humiliating others. The songwriter depicts the idea of a bad impact of bullying, thus it should be stopped. She also raises the awareness of bullying victims to stand up for their life. This storyline is considered to be important to be discussed in the language classroom as a bullying act might danger young generations' life, even in some cases people who get bullied ended by suicide.

Furthermore, song lyrics entitled *Try* is chosen due to the controversy about society standard of beauty. The songwriter challenges the values upheld by today society regarding the standard of beauty. Growing up children might get a mixed opinion about body image. Thus, the topic about self-acceptance regardless of what people think about them need to be discussed through empowered dialogue in a classroom. These two songs belong to a popular genre. As mentioned before that providing various genres of the song helps students gain multiple interpretations. Thus, besides hip-hop and rock blues song, involving popular song might be a good consideration to enrich students' critical capacity.

3.4   Data Collection Procedures

In order to maintain the quality of data, this study employs triangulation procedures. As stated by Cresswell (2003) that triangulation is conducted to establish and maintain the validity of the data; therefore, this present qualitative study employed several procedures, namely classroom observation, students' critical response, and focus group interview.

3.4.1   Classroom Observation

Observation is the heart of the qualitative study. Understanding and interpreting particular research issues cannot be done only from what has been said by the participants, but it also needs to be found in how they act (Alwasilah, 2001; Cohen, et. al, 2007; Menter, et. al., 2011; Pring, 2000). Therefore, this study employed observation to seek understanding about how far the teacher guides and directs students to critically literate through activities that have been developed using critical literacy model Luke and Freebody (1997). Besides, it was also used to record the challenges and benefits that might be encountered by the teacher and students during the teaching and learning process.

This study employed participant observation. As stated by Menter, et. al., (2011) in this type of observation, the researcher observed and recorded what was happening in the classroom while actively participated in the activities. The teacher-researcher recorded the students' behavior during the critical literacy practice and gathers

information of teacher-students' interaction through field notes and video transcription of teaching and learning process. The teaching program along with the observation was conducted for six meetings, 80 minutes for each. In order to maintain the validity and better data to be analyzed, the observation was videotaped and transcribed.

3.4.2   Students' Written Responses and Reflective Journal

Students' written responses were collected through students' group task and student reflective journal. The students were given two kinds of group assignments and individual reflective journals. Group assignments involved open-ended questions and lyric interpretations. Meanwhile, the reflective journal writing was guided by several questions provided by the teacher. The questions and journal writing guidance were formulated based on critical literacy theories, model and principles. This documentation procedure also enabled the researcher to gain information about students' critical capacity as well as draw conclusion whether the critical literacy activities employed have reached its goals to equip students with critical literacy skill. This data collection procedure assisted the researcher to evaluate students' critical literacy development. As stated by Dozier et. al (2006), the documentation of students thought plays as teacher's tool to record students' development of particular learning behavior, in this case, students' critical literacy behavior.

Students' critical response is also beneficial for the researcher to find out students' difficulties in critically literate. Bleiberg (2013) emphasizes students' writing responses guide the teacher to assess students' learning achievement, especially regarding critical thinking ability. Students' written responses reflect their development on critical capacity as they will provide information about their strengths and weaknesses in responding to the comprehension and critical response. Thus, employing this data collection procedure helped the researcher to gain rich information and draw a conclusion about the whole process of critical literacy implementation in EFL classroom.

3.4.3   Focus Group Interview

The interview is a popular method in collecting data in the qualitative study, as it can gather information about what people think or act about certain things or view (Menter, et. al, 2011). Interview in this study was conducted to collect information from students about their experiences and views of having critical literacy classroom. It also might collect information about students' difficulties as well as benefits of critical literacy activities. In addition, it also helps the researcher to understand why particular issues have or have not worked in a particular way (Menter, et. al, 2011). Besides, the interview was done to clarify or dig deeper information or themes that might be appeared in the observations. The interview was also conducted to clarify and confirm students' critical response and interaction response that are obtained from the classroom observation (Menter, et. al., 2011).

Moreover, a semi-structured interview will be administered to the students. Semi-structured interview involves flexible questions that cover some key research topics (Cohen, Manion, & Marrison, 2007; Robson, 1993; Kvale, 1996, Silverman, 2005). Unlike structured interview, this type of interview uses key topics as questions that work likely as a reminder for the interviewer. Therefore, during the data collection, the interviewer is flexible to explore sub-questions to help him/ her to stimulate more discussion or clarification of research issues (Menter, et. al., 2011). The interview questions will be developed based on a critical literacy framework proposed by Luke and Freebody (1997) and other related theories of critical literacy.

This type of procedure was conducted after the teaching and learning process. It was done to avoid the change of participants' attitude during the observation (Fisher 2008). Considering the time constraints, this study conducted a group interview. Students were divided into some groups during the interview based on their critical response. Four to five interviewees faced the interviewer at one time. The students were asked their experience and difficulties of having critical literacy classroom using four resources model and multimodal text. Besides, the researcher also asked students several questions to get more information and clarification about their critical response in critical

literacy activities. During the interview session, the researcher took note the students' responses to avoid missing important points. To maintain its validity and provide easiness for the analysis procedure, the interview session was recorded and transcribed.

3.5   Data Analysis

This study triangulated the data gathered from various data collection procedures. Therefore, all the data support each other in answering the formulated research questions. All qualitative data were thematically analyzed (Parker, 2005; Braun & Clarke, 2006; Willig, 2013) by involving data preparation, data analyzing, and reporting data stage (Cresswell, 2003; Menter, et. al., 2011). Data preparation was begun by transcribing the recording of classroom observation and interview session. The transcriptions were made based on the research framework used, namely four resources model of critical literacy (Luke & Freebody, 1999). After that, the other collected data were prepared to be analyzed. This stage was done by classifying the documentation of all data accordingly before the analyzing data stage was begun. These documents include interview and observation transcription; interview notes and field notes, as well as students' written responses.

Meanwhile, analyzing stage covers organizing the data based on formulated research questions, coding the data based on themes used (framework of critical literacy), synthesizing and interpreting the data based on theories, then generating the conclusion. Students' written response and journal writing were given judgment and assessment. This process aims at evaluating what has been taught by the teacher and what has been achieved by the students to give a supportive opinion in understanding the problem of the research. Besides assessing students' journal writing following the principles of the four resources model, other writing elements such as grammar, organization, and content were considered.

However, classroom observation transcription and teacher's field notes were compared to find the general sense of data. Then, these data were coded based on the framework used and break down into smaller themes. This process was done to look at the details of the

implementation of the four resources model. Meanwhile, interview transcription needs to be read several times before the analysis stage. Then, it was compared to the interview notes in order to avoid missing information during the transcription. Data from the interview session were also coded based on the four resources model of critical literacy and broke down into smaller themes. These two types of data then interpreted by connecting them with related theories and previous research.

Finally, the report of this study was written up. First of all, the formulated research questions and research framework were written as the initial guidance for the researcher to do data displaying. Data displayed were selected following the research framework then were typed and translated as some of the raw data use Bahasa. Initial interpretation was developed through compare and contrast to the related theories and research. Lastly, using all the data interpretation, a research conclusion was drawn.

3.6   Concluding Remarks

This chapter has presented the research methodology which includes research design, research setting and participant, teaching procedure, data collection procedures, and data analysis. The next chapter, chapter 4, it will be presented the findings of discussion about the data obtained based on the theories that have been explored in chapter 2.