

CHAPTER III

METHODOLOGY

This chapter elaborates ways of collecting data at the research site through observation, interview, and documentary review. These techniques are quite appropriate with the qualitative study to gain essential information relevant with the topic. The starting point for this section considers the research site and participant of the study, data collection techniques and data analysis techniques.

3.1 Research Site and Participants of the Study

This research is conducted at the English Literature Department of *Adab* and Humanities Faculty of Sunan Gunung Djati State Islamic University. Participants of the research are seven lecturers of the English Literature Department of *Adab* and Humanities Faculty. They teach the literature genres. Two of the seven lecturers graduated from the Master Program (one person graduating from Indonesia University of Education and another one from State University of Malang, whereas the rest is still graduate of the strata one. All of them acts as informants—respondents giving any information on reserach data so needed by the researcher. All of the participants are the researcher's colleague.

3.2 Research Design

This study is an exploratory research—investigating the literature teaching strategies conducted by the lecturers in the classroom. The method applied in this research is descriptive qualitative. Such method is concerned with providing the

description of phenomena that occur naturally without the intervention of an experiment or an artificially contrived treatment (Seliger, 1989:116). In other words, the descriptive method describes the processes in a research by depicting the data extracted from some of the supporting resources. The approach in qualitative method in this research is developed in pursuance of research data collected in the research setting.

Next, this study discusses the literature teaching strategies—all the behavior of the lecturers when teaching of the literature genres in the classroom was conducted. In this case, the study focuses more on the teaching strategies implemented by the lecturers in the classrooms.

Population of this research is seven lecturers that teach English literature at *Adab* and Humanities faculty. Overall characteristics of the population got attention and interest as to obtain accurate data. subject and object, in this case, getting involved in conducting the research were understood as deep as possible in research implementation, so that anything supporting answer of the research question was absolutely be considered to make the research findings grounded. Furthermore, sampling technique was operated at non-probability sampling—in short, it is surfeited sampling or so-called *cencus*, it is a technique of determining sample if all member of population is used to be sample (Sugiyono, 2007:124). Such a sampling technique is based on a reason that sum of population members is relatively little—or less than thirty persons. In this matter, there are only seven lecturers teaching English literature at the English Literature Department.

3.3. Data Collection Technique

This section clarifies the data collection techniques applied in this study.

The research data, in this case, were collected through:

3.3.1 Observation

The observation done in this research is non participant observation. It means that the observer just sat and paid attention on how the lecturer teaches English literature. The observation was conducted during two months: from October to November in 2010. This step was done by firstly attending the lecturing conducted by the lecturer. Secondly, the researcher, in the classroom, sat on the chair paying attention on how the lecturer taught the students the literature genre (poetry). Thirdly, during in the classroom, all activity of teaching-learning on the poetry from the beginning to the end was noted and also understood as the primary research data by which the research questions could be solved. This observation was conducted to some lecturers teaching the literature genres. Next, field notes as a result of direct observation in the classrooms were considered as primary data to process in the data analysis.

3.3.2 Interview

This interview was done to seven respondents by proposing a number of questions to them. It was conducted as an instrument for collecting the data and aimed at gaining the information missed in the observation and checking the consistency between what the respondents had done in the classroom (during the observation) and what they had said, and to construct

more valid data gained from the respondents (see Alwasilah, 2003). The semi-structured interview was done in order to make the respondents free to respond or answer all questions the research proposed. The respondents whom the researcher interviewed are seven lecturers: DN, HA, N, LA, PP, DP and PSF. They were selected based on their involvement and their role as the lecturers of the English literature. The data resulted in the interview are secondary data, function to make the observation data completed.

Next, the interviewed was administered in the researcher's room, so that the respondents could answer all of the proposed questions and feel safe. It had been conducted twice, namely on 8th September 2010 at ten o' clock to the lecturer, DN and on 9th September 2010 to the three respondents: PP, DP, and PSF at one o' clock p.m. Each respondent spent more than an hour in the process of interviewing. The researcher, during the interview, provided the tape-recorder to record what they said in terms of the literature teaching strategies.

The information or data that had been gained through the interview are expected to be more accurate—they become in-depth information (see Alwasilah, 2002:154), so that such data are more credible in perspective of validity and reliability. However, interviewing activity was surely relied on the interview guide.

3.3.3 Document Analysis

The research data, collected from documentation, were obtained from the academic archives of the English Literature Department. The

documents dealing with the curriculum, syllabus, lesson units, and lecturers' notes (during in the classroom) were evidence for developing of the data analysis. Such data adopted from documents are natural because they emerged in the context and at the same time explain the context itself (see Guba & Lincoln, 1981). Also, this document analysis is considered as an important thing in this study, as Marriam (1988:115) suggests that the documentary material could be as data which did not much differ from using interviews or observation.

This document analysis is aimed at finding whether or not there was consistence between the syllabus demand and implementation of the literature teaching. The content of the syllabi, in the syllabus analysis, was identified. In other words, it was learnt to see the strength and weakness of the syllabi. This document analysis helped reinforce the data collected through the interview and observation. In addition, the data were also gained from the visual images—they are in the shape of photographs, art objects, film, computer softwares (if any), and the like. This activity of data collection was surely conducted by taking pictures or photograph, or anything relating to visualization to the research object and subject.

3.4 Data Analysis Technique

After the data were collected through the three techniques above, they were analyzed through some steps. First, the data taken from the direct observation were encoded. In other words, the data were given characteristics or labeled—so called *coding*, which was intended to see whether or not they are representative

data. Second, the data, after the coding, were identified by purpose to yield the authentic or primary data, so that the problem-solution was accurately found. Third, the identified data were categorized into the central themes, as suggested by Van Lier (1988) relevant to the research questions. And the fourth, the observation data were interpreted by the researcher, then its result was attached on the theory of literature teaching.

Fifth, the interview data was transcribed to see what the respondents said. Then, they were encoded and labeled to make them be easy to understand. Sixth, the data were classified into some patterns or the central themes, so that what the respondents said could be easily compared with the theory says. And the last the data were interpreted based on the researcher's knowledge-base and were correlated with the theory of literature teaching constructed in chapter two.

Next, the data taken from the document were considered as a secondary data. However, they were checked and at the same time analyzed through selecting the academic archives in terms of the literature genres teaching, such as the syllabus of poetry, prose, drama, and the like. They, after that, were also interpreted as to see combination between what the respondent had done in the classrooms and what the syllabi demand. In actuality there is no "right way" to analyze the data (see Cresswell, 1994, Tesch, 1990).

Concluding Remark

This chapter has presented the research methodology applied in this study. It has elaborated the ways the researcher did in the techniques of data collection and analysis.

