

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter elaborates the methodology used in the present study involving data collection, research procedures, research site and participants, and data analysis procedures. The research design adopts case study to collect the data and was analysed through thematic analysis with three main stages: organizing and familiarizing, coding and reducing, as well as interpreting and representing.

#### **3.1 Research Design**

The present study employed a qualitative case study to seek an in-depth process regarding how the RfP teaching program can be implemented to a young EFL learner in teaching enjoyment in reading. Case study was chosen as the research design as it can clarify decisions related to how a certain approach is implemented and with what result (Schramm, 1971, as cited in Yin, 2008). Utilizing case study, the study can investigate a profound contemporary phenomenon within its real-life context (Yin, 2008). In other words, the present study investigates a real-life phenomenon of a young EFL learner based on contextual conditions in which RfP was implemented to support the development of the learner's reading in terms of its enjoyment aspect.

Similar to any other case study, the result of this kind of study, especially with only a single participant, could not be generalized. Furthermore, several potential drawbacks, such as unsystematic procedures, biased views on elaborating the results, and an inadequate foundation for scientific generalization, might emerge (Yin, 2008). Even though subjectivity was the major limitation in this study, as it might increase the pitfall of obtaining what a person sought to find rather than what was objectively there, it is argued to take note that what should be considered an important part is how one views the experiences is what one chooses to record (Jones, 1994, p. 444). A case study is a design to be selected when circumstances and research problems are suitable rather than an ideological pledge to be obeyed whatever the circumstances (Platt, 1992, p.46).

However, multiple data collection methods (i.e., methodological triangulation) were implemented in the present study to reduce the emergence of such presumable drawbacks and to enhance the validity and credibility of the present study's findings.

### **3.2 Research Site and Participant**

As a part of a qualitative study, the present study aims to present a broad discussion about a phenomenon by focusing on a smaller number of samples. It is the nature of a qualitative study to have a small number of participants and to present a comprehensive investigation (Hameed, 2020). The primary participant in this study was Putra (pseudonym), an Indonesian seven-year-old EFL learner in his first grade of primary school. In learning EFL, Putra has a great motivation to learn it. Yet, in the newest curriculum, which is *Kurikulum Merdeka*, English is placed as an optional subject. This means that English can be learned if it is chosen by the learner but the implementation itself has not yet completely begun in his school, leading to him learning English as an extracurricular at home. His father was also a participant in this study who was interviewed to support the results obtained from observations and diary making with Putra.

The present study specifically chose a young learner as a participant due to the prove that has been shown by several studies that young learners are on their optimal age in acquiring a skill while learning a language (Cahyati & Madya, 2019; Hopp et al., 2019). If a learner starts to learn it from a younger age, the learner will have more exposure that leads to a successful language acquisition and skills in that certain language that lasts longer (Cadierno & Eskildsen, 2018; Jaskow & Ellis, 2019; Nikolov & Djigunovic, 2006).

The study recruited one participant, as a primary unit of analysis, to avoid individual differences, such as language prior knowledge and environmental background, so the result of the study could present a deep understanding without the interference of differences among participants. Moreover, the implementation of the RfP approach, as discussed previously, requires a wide variety of reading materials to be chosen by the learner. The limited platforms to acquire such

materials as well as the need to suit the learner's language proficiency also influenced the decision of the researcher to only use one participant. This consideration was taken so that the researcher could serve the best reading materials to use in the implementation of RfP and obtained the best result regarding the teaching reading process.

### **3.3 Data Collection**

In the present study, the research question addressed, regarding how the implementation of RfP can support a young EFL learner's reading enjoyment, was answered through collecting multiple data. Those data were obtained through a diary written by the learner, audio-recording from the real-time observations of 10 reading sessions utilizing RfP, and an interview with the learner's parents. A diary was utilized to reflect what the learner had read and how he responded to the text he chose to read. If he enjoyed it, he would write the comprehension well. The audio-recordings from the observations during the 10 reading sessions as well as an interview with Putra's parents were also conducted to ensure the consistency of data.

Prior to the data collection, a consent of the participant's parents or guardians was obtained due to the participant who is still a minor (aged under a legal age, which in Indonesia is below 17 years old). This parental consent is necessary to inform the learner's parents about the research and what impact it gives to the learner after the research, which form is displayed in the appendices. The procedure in collecting the data involving the intervention utilized and the selection of reading materials used are further defined in the next section.

### **3.4 Research Procedure**

In collecting the data during the research, it was aimed to be done for six weeks with a total of 10 reading sessions involving 1-10 reading materials. However, during the real-time practices, it was conducted for only four weeks with a total of four reading sessions involving 10 reading materials, which the rationale of why it got shortened is further defined in chapter IV. The procedure in conducting the research is presented as follows:

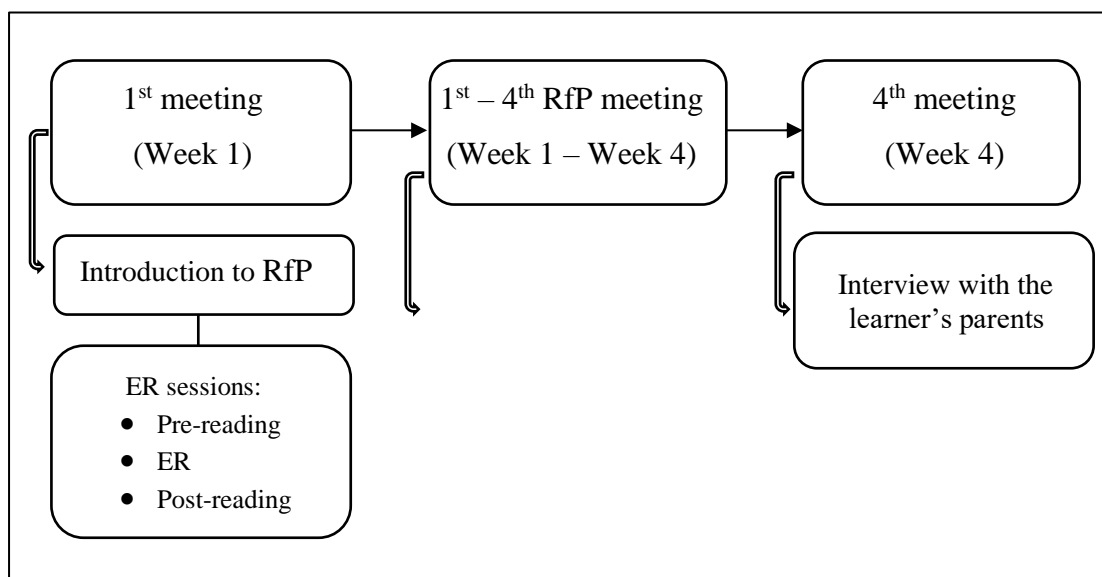


Figure 3.1 Research procedure

The first meeting, which was in the first week, was conducted to introduce RfP and to get to know the learner's usual style of reading. The first meeting was also directly filled with the reading session utilizing RfP until the fourth week. It was filled with one reading meeting in a week, along with the diary making on each session and an interview with the learner's parents in the last week. In each meeting, the learner read two books in the first three reading meetings and four book in the last meeting. During each session, the participant had the pre-reading session for 5 minutes, the reading session for  $\pm$  20 minutes, and the post-reading session for 10-15 minutes. The consideration of having the main reading session for about 20 minutes is because it has benefits for the health and strength of one's brain involving much stronger vocabulary acquisition which is also the right amount of time in enjoying reading (Hague, 2020). The research intervention in terms of implementing RfP as well as the reading materials utilized in conducting the research is presented in the next section.

The first data collected to answer the research question was the diary-making after the reading session. In making the diary, the learner was guided with questions that consisted of three indicators of reading comprehension based on Idea and Research for Inclusive Settings (IRIS) reading assessment rubric adapted from

Paulsen (2004): literal, evaluative, and inferential questions. The questions were not posed as a quiz but rather as a prompt for the participant to fill in the diary and to guide them throughout the reading activity, which was audio-recorded during the observation. The audio recording was further used as a documentation, which was transcribed to help the researcher review the implementation and fill in any missing details in the diary-making and during the real-time observation.

To create a triangulation in collecting the data, the next data collected came from an interview with the learner's parents to investigate the learner's background in learning EFL and their opinion towards the reading activity using RfP in influencing the learner's reading enjoyment in daily reading activity. The interview was semi-structured which are commonly used in qualitative research. This method enables the researcher to collect open-ended data in investigating the participant attitudes towards a particular topic (DeJonckheere & Vaughn, 2019). It involves a dialogue between the researcher and the participant, guided by a few questions that are predetermined and some that are not planned, which allows flexibility in seeing the patterns of the data (George, 2022). The interview was taken after all the reading sessions were finished, so that the researcher could collect information regarding the learner's comprehension skills and his reading activity daily.

### 3.4.1 Research Intervention

To introduce and implement the RfP teaching program to the learner, the researcher adopted Lyutaya's guideline of ER practice (2011). RfP does not have an ideal way to be implemented but the ER practice is the closest one that suit the implementation of RfP. The guideline then was modified to suit the present study's need in collecting the data. It involved the process of getting to know the learner's usual reading activity and the act of implementing RfP to the learner's reading activity. How the guideline as the intervention was included to the procedure of implementing RfP in the present study is presented as follows:

Table 3.1 Guideline of the RfP practice

Meetings	Activities
1	<ul style="list-style-type: none"> <li>● Discuss the learner's usual reading activity</li> </ul>

	<ul style="list-style-type: none"> <li>● Discuss what the learner is excited to read and write about in English</li> <li>● Discuss ways to obtain the English books</li> <li>● Discuss ways to read a book (read in silent or read aloud)</li> <li>● Discuss the schedule for the reading meeting based on the learner's availability</li> </ul>
1-4	<p><i>Pre-reading session (5 minutes)</i></p> <ul style="list-style-type: none"> <li>● Ask the learner to analyse the cover of the selected book (The researcher will prompt literal and inferential questions to guide the learner in analysing the cover of the book)</li> <li>● Ask the learner to guess what the story will be about based on the cover and the learner's background knowledge</li> </ul> <p><i>Reading session (± 20 minutes)</i></p> <p>Ask the learner to begin to read the book while directing and guiding the learner to apply the principles of RfP.</p> <p><i>Post-reading session (10-15 minutes)</i></p> <ul style="list-style-type: none"> <li>● Ask the learner to review the book that has been read spoken</li> <li>● Discuss with the learner about what has been known before and after the reading</li> <li>● Ask the learner to write it on the diary (The researcher prompts literal, inferential, and evaluative questions to guide the learner in filling in the diary and also provides art materials to support the diary making)</li> </ul>
4	<ul style="list-style-type: none"> <li>● Discuss the learner's feeling towards all the reading sessions</li> <li>● Discuss the learner's favourite book throughout the reading activity</li> </ul>

	<ul style="list-style-type: none"> <li>● Discuss what the learner has learned throughout the reading activity</li> <li>● Ask the learner to submit the diary</li> </ul>
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Through this intervention, the researcher was able to identify Putra's preferable topic to read as well as his usual style in reading before the implementation of RfP. Furthermore, the researcher was able to gather information about the learner's English language proficiency before collecting the data. From this information, the researcher reconsidered the principles of RfP before implementing it to Putra and gathered reading materials suited Putra's interests and his English language proficiency.

### 3.4.2 Selecting Reading Materials

In collecting the reading materials to collect the data for the present study, the researcher gathered the reading materials from various websites such as Free Kids Books, Monkey Pen Store, Pratham Books and the researcher's personal books. The rationale for choosing these sources is particularly due to its practicality and usability. The practicality in the present study refers to the ease of finding wide free publication through different platforms, whereas the usability refers to the usage of the reading materials that suited the current situation in Covid-19 pandemic and the learner's English language proficiency.

In selecting the reading materials, there were 12 books collected: (1) Looking for Animals, (2) We're Going on a Bear Hunt, (3) At Magical Indonesian Seas, (4) A Cloud Full of Trash, (5) A Stitch in Time, (6) Decision, (7) Greta and the Giants, (8) It's Earth Day!, (9) The Hike, (10) The Mighty Solar Panel, (11) Why Should I Recycle, and (12) Why Should I Save Water. These books were selected with the consideration of the learner's English language proficiency and the learner's preferable topic to read. The preferable topic that the learner chose suited one of the four themes of Sustainable Development Goals (SDG) offered in *Kurikulum Merdeka* (Megawati & Arief, 2021), which is environmental awareness.

### 3.4 Data Analysis

An analysis in qualitative data is intended to investigate how and why a certain phenomenon appeared. Many argued that the process of analysing qualitative data might appear to be very overwhelming due to different kinds of data collected. However, once the data were segmented and taken apart (like peeling back the layers of an onion) into prominent stages, it can be managed easily (Creswell, 2014). Commonly, in analysing qualitative data, the steps taken covers organizing the data, getting familiar with the data, coding and organizing themes, and interpreting as well as representing the data (Ary et al., 2010; Creswell, 2013). The analysis process in qualitative research cooperates hand-in-hand with other parts of the research including the data collection and the writing of findings (Creswell, 2014).

The present study employed a thematic analysis to analyse the data by utilizing the data analysis spiral guideline proposed by Creswell and Poth (2018). The researcher preferred this method in analysing the data because it can benefits the researcher in terms of upholding the coherence of the data and focusing the reader to the intention of the present study.

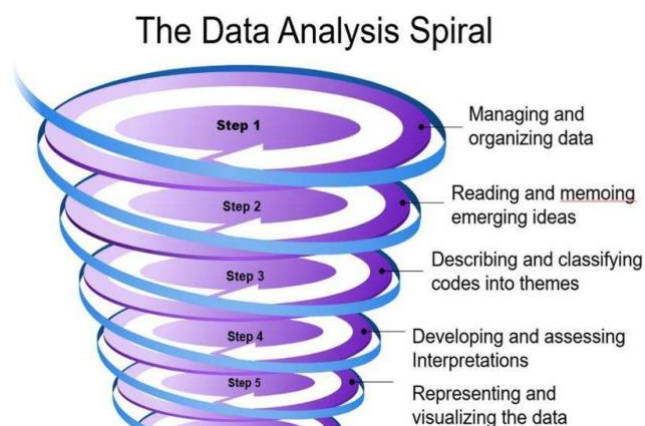


Figure 3.2 The Data Analysis Spiral (Creswell & Poth, 2018, p.186)

Referring to step 1, the recommended step from the guideline is to organise the data into files and create a filing system (Creswell & Poth, 2018). In the present study, the data were first transcribed and/or scanned. All the data that were transcribed came from the diary, audio-recordings from the observation, and the



interview. Transcribing is intended to firstly put all the data into a form ready to be analysed to give more depth and comprehensiveness in analysing (Ary et al., 2010).

These data were further arranged by dividing it into three different folders for each kind of data. The files were named according to the kind of data collected and the date it was taken such as Observation Transcript\_11 March, Diary Scanned\_25 March, Interview Transcript\_01 April, and so forth. After organizing all the data, the researcher read and reread the transcripts several times as well as listen to the audio-recordings collected repeatedly by also writing a memo in a separate note and labelled it after the file's name.

The heart of the analysis of qualitative data relies on the third stage which was to describe and classify the data, made into codes and eventually made into themes. This process is called data reduction which is conducted to focus on the chosen problem in answering the research question addressed (Cohen et al., 2016; Schreier, 2012), which at this stage made it easier for the researcher to make sense of the data in terms of constructing the findings. During the third stage, the coding developed 38 codes from three different kinds of data. There were 14 codes developed from the diary making, 17 codes from audio-recordings during the observations of 10 reading sessions, and seven codes from the interview with Putra's father. These codes appeared to have connections to one another which were made into general themes. The themes emerged from the coding are presented below.

Table 3.2 Themes from Codes for Diary Making

Comments	Codes	Themes
SS (n)	Short sentence (n= number of sentences)	Sentence making
LS (n)	Long sentence (n= number of sentences)	
PO	Picture only	
EP	Elaborated picture	
SP	Story in paragraph	
NH (n)	Need help	

DA	Do it alone	
CPT	Cut picture by teacher	Picture used in diary making
CPL	Cut picture by learner	
DPT	Drawn picture by teacher	
DPL	Drawn picture by learner	
CI	Correct interpretation	
UI	Unexpected interpretation	Story interpretation in diary making
II	Incorrect interpretation	

Table 3.3 Themes from Codes for Audio-recording

Codes	Themes
Uncertainty (UC)	Learner's aesthetic responses to texts
Curiosity (CU)	
Confusion (CO)	
Excitement (EXC)	
Giving necessary explanation (GNE)	Learner's efferent responses to texts
Giving unnecessary explanation (GUE)	
Refuse to answer (RTA)	
Leave it to the teacher/book (LTB)	
Well predicted (WP)	
Incorrect facts (IF)	
Correct facts (CF)	
Misunderstanding of an information (MOI)	
Biased information (BI)	
Disagreement of an information (DOI)	
Well summarized/interpreted (WS)	

Deficient reading fluency (DRF)	Reading fluency
Good reading fluency (GRF)	

Table 3.4 Themes from Codes for Interview

Codes	Themes
Learner's early EFL learning	Early EFL learning
Parents' early EFL learning	
Parents' positive thoughts for early EFL learning	
Parents' positive thoughts on learner's EFL reading activity	A young EFL learner's reading enjoyment through RfP
Parents' positive thoughts on RfP for learner's enjoyment in reading	

The next step in analysing qualitative data based on the data analysis spiral (Creswell & Poth, 2018) is to interpret and represent the data. Interpreting allows the researcher to make meaning and connections out of the data collected in answering the research question addressed. In interpreting the results, the principles of RfP used in the practice as well as the influence of its practice to a young EFL learner's reading enjoyment were further clarified by linking it to the discovery in previous studies so that the new discovery from the present study can be served. Finally, the researcher represented the result of the interpretation by serving it through excerpts, tables, and figures that defined the data collected and related it to the theory contemplated. The criteria of choosing excerpts to be presented is the statements produced by both the learner and the learner's parents that reflected the learner's reading enjoyment when implementing RfP. When both the researcher and the participants used Indonesian language (the participants' first language) a gloss is provided in the right column next to the transcription. A gloss is also utilized when the English utterances need rephrasing in making the meaning clearer.

### **3.5 Concluding Remarks**

This chapter has discussed the research methodology used to collect and analyse the data needed to answer the research question addressed in the present study. The following chapter will further present the findings and discussions obtained from the data collection and data analysis done in this chapter.