

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of the study that includes the objectives of the research, site and participants, and research method which includes research design, data collection and data analysis.

3.1 The Objective of the Research

As indicated in chapter one the aims of this study by and large are to identify and to portray the effect of a program which is a synthesis of critical thinking, critical literacy and critical pedagogy to help developing students' critical reading and also to find out the students' responses toward the program.

3.2 Site and Participant

The research was undertaken at the English Department of a private University Bandung - West Java, Indonesia. This research site was chosen for several reasons. First of all, to amplify the feasibility of the study, the second motive was correlated to the focus of the study, concerning Critical Reading which was believed to be suitable and applicable at this level. Tertiary level students were expected to think more conceptually, to write more analytically, and to read more critically. The last motive for the choice of the university level was the principles took on in this study were expected would have a positive effect on broader social life, since the university has been defended as "a vital public sphere, whose moral and pedagogical dimensions help renew civic life" (Giroux, 1997, as cited in Emilia, 2005)

The participants of this study were fifth semester students of a Bachelor degree in the department. The students involved in this study were taking the subjects Reading V which

frequently deals with various reading materials and some genres of text. From 23 students only 13 who were willing to be volunteers.

3.3 Research Design

This research used a case study research design. The reason for the selection of this research design is the circumstances on the field are suitable for implementing such research design. This research maintains the contemporary phenomenon in the real life context and researcher has little/no possibility to control the events (Yin, 1994). This research carried out in a small scale and single case, also focused on one particular instance of educational practice that is teaching critical reading with the researcher acted as a teacher (Stake, 1995 in Emilia 2005). Moreover, this research also employed multiple sources of evidence based on the same issue to gain more complete description to analyze the values and effectiveness of the teaching program implemented in this study (Yin, 1993 in Emilia 2005). From those characteristics and based on the purpose and research question above, this research can be included into qualitative study. Furthermore, based on Nunan's (1992) categorization of research designs, this research can be included as a qualitative program evaluation for the reason that in this study the researcher created and then implemented a teaching program.

The value and the effectiveness of the course were evaluated through ongoing assessment of students' achievements based on the objectives of the program. This assessment was important "to assist the researcher in deciding whether the teaching program needed to be modified or altered in any way so that objectives may be achieved more effectively" (Nunan, 1992).

3.4 Teaching Material

The teaching material were presented in two formats; written and visual form (video). This aimed to enable the students to be engaged in the learning process and the discussion, which is one way to enhance students' critical thinking. The topics were about:

- a. *Text Format: Women's Role, Golput Idea, Plastic Surgery, Chain E-mail, Gay, Facebook Yes or No; "Slim is Beautiful", Smoking; Bush's Statement; 'Either you are with us, or you are with the terrorists', Hijab Article; 'Gender jihad, the burqa bikini and religious conservatism, "Mensana in Corpore sano" quotation, "Manja dan Malas Sudah Menjadi Budaya Bangsa Indonesia yang Mendarahdaging" quotation.*
- b. *Video Format: Condom Non-Commercial adv.*

The reading material distributed during the 12 meetings. On the program, students were asked to answer critical reading question set to measure students' progress on each meeting. Those topics were selected based on the reason that they were controversial, which seemed to suit the teaching of critical thinking, critical reading and writing (Chaffee et al, 2002). Since the focus of the program was on students' critical reading ability and also the difficulties in seeking another source, the materials then were mostly in written form.

3.5 Data Collection Techniques

Data collection techniques used in this study were involving a phase of teaching critical reading which the researcher acted as a teacher, questionnaire distribution and interview session. The data were then described to show the "condition or relationships that exist; practices that prevail; beliefs, point of views, or attitude that are held; processes that are going on; effects that are being felt; or trends that are developing" (Cohen; 1980 cited in Emilia; 2005). Each part of the data collection techniques will be discussed below.

3.5.1 Teaching Program

The teaching program has been drawn from the work of Emilia (2005) who conducted the teaching program of critical thinking, critical literacy and critical pedagogy at the tertiary level. The difference is only on the focus of the study, this study focus on teaching critical reading.

This program involved 13 students, run in 12 meetings, started on 21st of December 2009 and ended on 25th of January 2010. In this teaching program the researcher acted as the teacher. Before the teaching program being implemented, the students were introduced towards the program on preliminary phase. This research was using ongoing assessment method, thus the evaluation to each student held in every meeting. The description of the teaching program will be provided in chapter four.

3.5.2 Questionnaire

Questionnaire distributed at the beginning of the teaching program to identify the students' background in English language and also their basic knowledge in critical reading. The result of the questionnaire will be helpful to tailoring the sequence of the teaching program and also the approach towards each student during the program.

3.5.3 Interview

Interview session was held twice, at the 6th meeting and the last meeting of the program. The general purpose of these sessions is to recognize students' opinion about the program, their suggestion for the program, to ensure students' thought about their improvement in critical reading. Interview session was also a strategy to help the students to bring to consciousness their knowledge gained in the teaching program, the aspects they thought had developed, and the aspects of the teaching program were responsible for the development or changes observed in this study. Another function of interview is to validate data from classroom observation, and

questionnaire. From a point of critical thinking evaluation, the value of individual interview has been observed by Norris and Ennis, who say:

Interviewing students individually is a way of acquiring very detailed information on the students' critical thinking. Interviewing students individually has certain advantages over other information gathering techniques. ... many students can express ideas easier ... in oral rather than in written form. While interviewing the evaluator has also the option to ask students to clarify what they have said, to request further reasons for their conclusions, and to ask specific questions about what might have influenced their thinking (Kvale 1989, in Emilia, 2005)

All students were being interviewed and it was lasted around 10 minutes each. The interview can be categorized into a semi structured interview. The strength of a semi-structured interview, according to Kvale as cited in Emilia (2005) is that:

A semi-structured interview ... has a sequence of themes to be covered, as well as suggested questions. Yet, at the same time there is an openness to changes of sequence and forms of questions in order to follow up the answers given ... by the subjects (Kvale 1996).

The questions were around the teaching program, the benefit of the teaching program, knowledge that they thought they gain during the program. The students were being informed about the questions for the interview.

3.5.4 Students' Journal

The result of this part was taken as the supporting data. Immediately at the end of every meeting, students were asked to write their feeling, expression, opinion, and also what they thought they gained at the meeting from teacher and also from their friends. The purpose is to identify their opinion and their achievement on that days meeting. Examples of students' journal are available in appendix 9.

3.6 Data Analysis

The data of this study were analyzed along and at the end of the teaching program. Ongoing data analyses were offered precious ongoing material for evaluation or for modification of the teaching program (Emilia: 2005). There are five kinds of data, namely: the result of testing questions, interview, questionnaire, classroom observation and students' journal. The analysis of data from each source will be provided below.

3.6.1 Analysis of Data from Tests

The first main data was gained from students' response towards the testing question which was being equipped to the text and or video which was given. The data were then analysed by using theories which support the character of the respond as described in chapter two. The test was given in every meeting; therefore the quality of the respond of each student can be identified. The standard of the correct answer is based on the incorporation of theories proposed by critical thinking, critical literacy and critical pedagogy experts. The test aimed to check students' critical thinking & critical literacy aspect that were taught in the program, as described in chapter two and chapter four. These include, among others:

- Critical thinking standards
- Students' ability in answering questions to do with critical literacy focused on in this study as also described in chapter two and chapter four.

To get more valid data students' progress on each meeting were also measured by scoring system. Students' answers were calculated in number in a range 1 to 10 on each point. The teacher provided possible answer as the basis to measure the quality of the students' answer.

3.6.2 Analysis of Data from Questionnaires

Data from questionnaires were analyzed in steps:

- Transcribing all students' answers.
- Categorizing students' response into aspects related to central themes of the research, in line with the research questions formulated in chapter one.
- Interpreting the data by relating them to the previous studies on critical thinking, critical literacy and critical pedagogy as described in chapter two.

3.6.3 Analysis of Data from Interview

Data from interview was also analysed in three steps:

- Transcribing

The interview recording was transcribed to get the precise and more accurate data.

- Categorizing

Student's answers were then categorized based on the main theme, namely: students' opinion of the teaching program, students' suggestion of the teaching program, the knowledge that they thought they gained from the program.

- Interpreting

The data were interpreted based on the research question. In the discussion of this data, students' responses in the interviews will also be related to their developments in critical reading capacity concerned with in this study, and the value of each element of the teaching program.

3.6.4 Analysis of Data from Students' Journals

Students' journals in each meeting were used to support the main source of the data in answering the research questions. The data could help to identify students' response in each meeting, also the effectiveness of the program by students' assertion of the knowledge they thought had gained in the meeting.

3.7 Conclusion of Chapter Three

In accordance with the research question, this study attempts to identify whether or not the teaching critical reading able to help student in developing their critical capacity in reading therefore the whole data are directed to answer it. To get a comprehensive result, the entire data were being integrate in a data source triangulation procedure which is "the most desired pattern for dealing with case study data" (Yin, 1993 cited in Emilia 2005) to make a contrast and comparison of all the data obtained from different sources i.e. students' comment, classroom observations, text analyses and questionnaires, this method also "attempt to map out, or explain more fully, the richness and complexity of human behavior by studying it from more than one standpoint." Cohen and Manion (1986). This aimed to "gives a more detailed and balanced picture of the situation." (Altrichter et al:1996).

