

CHAPTER III

METHODOLOGY

This section addresses some methodological elements in conducting the research on implementing CDA to the teaching of reading and how this program affects to and was responded by the students. The elements in this chapter consist of research design, site, participants, techniques of data collection and techniques of data analysis.

3.1. Research Design

The present study employed a qualitative research by applying a case study as the specific research design (Alwasilah, 2002; Silverman, 2005). By qualitative research, the data gained will be analyzed in a descriptive way to explore their attitudes, behavior and experience (Dawson, 2009) which emerged along the teaching program. It did not merely try to seek the final result of the program but also to take into account the process of the teaching and learning itself. Additionally, the study puts its emphasis on “the quality of a particular activity than in how often it occurs or how it would otherwise be evaluated” (Fraenkel & Wallen, 2008: 422). This study was also not designed to find any significant result in a form of statistical quantification as it should be in quantitative one, but rather to find patterns of data, “trying to create a full and rich understanding of the research context (Croker, 2009: 3-4)” as the nature of qualitative investigation. Thus, observation becomes one such prominent process in this study as to gain ‘holistic description’ (Fraenkel & Wallen, 2008) of the research.

In addition, case study was applied since it “seeks to preserve the wholeness and integrity of the case” (Punch in Silverman, 2005: 127). In other words, a case study is about *boundedness* (Hood, 2009: 68) in which cases are limited to a certain degree, both on the object of the study and the scope of the researcher’s interest (Hood, 2009: 72). In a more specific way, a qualitative case study is best utilized in this study since it has a similar reason to what Hood has drawn for applying it in applied linguistics, as: 1) the object of the study is a bounded system, comprised of an individual or entity and the context in which social action occurs; 2) what the researcher wish to learn is not merely on the efficacy of a particular teaching technique, but how this technique proceeds along the course; 3) the findings are to be used to improve practice of a particular teaching or even extended to other cases of similar condition (2009: 72-73).

In order to establish trustworthiness, several data collection techniques were employed as a form of methodological triangulation (Mason, 1996 in Silverman, 2005: 121), that is “collecting information from a diverse range of individuals and settings, using a variety of methods” (Denzin, 1970 in Maxwell, 1996: 75). The techniques comprised the information gained from observations, questionnaire, and participants’ journals. This triangulation further allowed the study to have a better assessment of the validity, primarily that resulted from feedback in students’ journals and reduced bias or limitation of one particular technique.

3.2. Site and Participant

The study was undertaken among 5th semester students of English Department at Faculty of Adab and Humanities, State Islamic University Sunan Gunung Djati Bandung. The prior reason for choosing this site was the researcher's intention to learn, evaluate, and develop the teaching practice in an institution in which she devotes her time as a lecturer. Another reason was based on the feasibility in which, as a faculty member, it was easier for the researcher to reach the site in terms of access, permission, as well as initial information regarding the students' critical capacity.

The participants of the present study were one whole class consisting 31 fifth semester students of English Department at Faculty of Adab and Humanities, State Islamic University Sunan Gunung Djati Bandung. The selection of these participants is based on the reason that students in this semester have completed the Reading subject series. The subject itself is conducted up to the fourth level which consists of intensive reading 1 and 2 and extensive reading 1 and 2. By this completion, it was assumed that they have already had adequate capacity to continue their reading activities to the more complex one, viz. critical reading, as critical reading can only be pursued to advanced readers (Huang, 2011).

The participants were also purposively selected. They were one class students out of five classes of the same semester who were selected based on the researcher's "personal judgment to select a sample" (Fraenkel & Wallen, 2008: 99) because of their more active participation than students of the other classes. The purpose of choosing one whole class is also based on the researcher's intention to have a real picture of a regular classroom situation mainly in terms of

number which, in Indonesian context, mostly of large class consisting 30 to 40 pupils. This choice is in line with van Lier's suggestion to have research in ongoing and regular classes (1988: 9) that further contribute to the reliability of the study. In this case, there were 31 students involved in the research whose names were replaced by code based on their initial order to maintain objectivity.

3.3. Data Collection

The data in this study were obtained by means of some techniques comprising a phase of teaching, included in it participant observation and students' reflective journals, and questionnaire. The use of these multiple techniques aims to establish validity as the realization of triangulation (Maxwell, 1996). The techniques of collecting data will be respectively described as follows:

3.3.1. A Phase of Teaching

A phase of teaching involved 12 sessions of teaching critical reading in a fifth semester class. The teaching consisted of two sessions of a preliminary phase, two sessions of explicit teaching (Hancock, 1999) of reading-related features, seven sessions of the teaching of critical reading, and one last session of a progress test and questionnaire distribution. The activities in the preliminary phase comprised the introduction to the teaching program, joint decision of topics for discussion, the distribution of pre-program questionnaire, and the administration of diagnostic test (Hood, 1996; Hughes, 2003). In the next phase, two concepts regarding CDA and SFL were explicitly taught in order to give students clear description of the

matters as they would be used during the whole reading sessions in the activities which followed.

The phase of teaching also involved several techniques of collecting data. They were participant observation and students' reflective journals which were undertaken throughout the teaching.

3.3.1.1. Participant Observation

Observation, defined as “the conscious noticing and detailed examination of participant’s behavior in a naturalistic setting” (Cowie, 2009: 166), was undertaken during a phase of a teaching program consisting of twelve sessions. This classroom observation (Allwright, 1988) was carried out by the researcher who acted as the teacher categorizing it as participant observation (Fraenkel & Wallen, 2008; Cowie, 2009; Dawson, 2009). It is “involving both participating in and observing a particular context at the same time” (Cowie, 2009: 167).

Observation involved note taking to record students’ activities as well as the teacher researcher’s questions or stimuli during the interaction and instruction (Allwright, 1988), particularly in the process of discussion on assessing texts by means of CDA’s principles. However, the activities in the first and last sessions were less observed since the agenda in the first was still on course introduction and the latter on progress test. More detailed notes were then jotted down immediately after the completion of each session including to record some methodological issues, students’ thoughts, and preliminary analyses in a form of field notes (Dawson, 2009: 112).

3.3.1.2. Students' Reflective Journal

Students were asked to write a journal immediately after the end of each session. This technique was applied as the complementary data mainly as feedback from students towards the teaching processes in order to construct validity (Maxwell, 1996). It was also to gain information regarding students' understanding on the overall process, their feeling, opinion and suggestion for the upcoming sessions as well as to record their learning process of what they got from the teacher as well as from peers. Thus, the success of the teaching program does not only lie on the result of the test but also the students' progress reflected through their journals. It is also as a critical reflection for the researcher herself of how "to see herself through the students' eyes" (Brookfield, 1995 in Emilia, 2005: 78).

3.3.2. Questionnaire

As to gain comprehensive information of the students' critical reading capacity, a questionnaire was utilized twice. First is pre-program questionnaire designed as preliminary input to indicate the participants' engagement with reading in general and reading English texts in particular, their understanding on the content of text, their criticality on reading, and their expectation towards the teaching program. Meanwhile, the second is post-program questionnaire containing questions to explore students' interest on the teaching, their opinion about the need of being critical reader including their criticality improvement, their understanding on the nature of text, the term CDA, and their opinion and suggestion for further teaching program. These points were spread out within eleven questions for the first questionnaire and fifteen questions for the second one realized in a form of open-

response items (Brown, 2009) or open-ended (Dawson, 2009) type of questionnaire that allowed “the respondents to answer in their own words” (Brown, 2009: 202).

3.4. Data Analysis

Data analysis were conducted over the course of the study and after the completion of the overall program that were based on each session’s observation, students’ journals, questionnaire, and the result from diagnostic and progress tests. Data from classroom observation were directly analyzed and interpreted. It was scrutinized the teacher’s and students’ activities during the lesson, particularly students’ individual engagement in the discussion and their relevant responses to questions. By this analysis, students’ progress could be identified.

Data from both questionnaires were analyzed in steps by firstly transcribing the students’ answers and putting them into table of condensed form based on categories related to central themes. Data from pre-program questionnaire in particular and data from diagnostic test were analyzed simultaneously to figure out students’ initial criticality in reading. These results were then contrasted with data from post-program questionnaire and progress test. Thus, it could be revealed the students’ progress, or even decline, as a result of the program.

Meanwhile, students’ reflective journals were analyzed complementarily to support the information gained from other methods. Data from this technique was used to complete the discussion of students’ activity taken from observation. Hence, the relevance of the results from both types of data could be directly

confirmed. It was also made use to confirm the results from post-program questionnaire mainly regarding students' responses towards the program as questioned in the reading question.

3.5. Concluding Remarks

This chapter has reviewed methodology of the research that covers research design, site and participants, data collection and data analysis. In terms of data collection, multiple techniques were equipped in order to gain fruitful information for answering the research questions. These include a phase of a teaching covering classroom observation and students' reflective journals, pre and post program questionnaires, and diagnostic and progress tests. The discussion on the way these techniques work will be discussed in the subsequent chapter.