**3. METHODOLOGY**

This chapter will focus on the research design, participants of the study, sampling techniques, instruments for data collection, methods and procedures for data collection and analysis.

**3.1. Research Design**

To answer the research questions that have been identified for this study, the researcher has decided to choose the mixed method approach as the research design. Mixed method approach is the combination of quantitative and qualitative approach in collecting data of a study. The researcher will apply the mixed method approach to increase the validity of the study as applying both quantitative and qualitative approach will create a stronger research and diminish the weaknesses portrayed in a study. This approach can lead to a better understanding and create more perspectives of a certain issue. Researchers tend to work from perspectives that allow them to explore and examine the problems and issues that are consistent with their own beliefs and views and that are most important to their scholarly community (Teddlie & Tashakkori, 2009). Data collected from a mixed method approach will expose the researcher to a bigger picture of understanding on the teaching and learning of literature as required component in the English subject.

3.1.1. Qualitative Approach

The methods used to collect the qualitative data for this study are classroom observations and interviews. These methods will be used to discover the English teachers’ instructional approaches in teaching literature in classroom and also to explore the students’ reactions and participation during the lesson.

3.1.2. Quantitative Approach

To collect data on the students’ feedback on the lesson and how their appreciation on literature is influenced by the differing instructional approaches, the researcher will apply the quantitative method which is through distributing questionnaires. The questionnaire will be distributed to the students after they have gone through the literature lesson with their teacher.

Therefore, the type of mixed method design that will be applied in this study is the triangulation mixed method because the data collected will be interpreted through quantitative and qualitative approach.

**3.2. Participants of the Study**

The participants of the study will consist of secondary school teachers who teach the English subject at a secondary school in Shah Alam Selangor, specifically Sekolah Menengah Kebangsaan Sultan Salahuddin Abdul Aziz Shah in Seksyen 2. The participants of the study will also include the students of the school who are taught by the English teachers that are also the participants of this study. Five English teachers of the school will be interviewed and their English literature lessons will be observed. The students who will participate in this study are the students of the five teachers that will be observed as they will provide their feedback and reactions on their teachers’ instructional approaches. Besides, the researcher will ensure that the participants consist of Form One, Two and Four classes in order to collect data that is distinctive and Form Three and Five are not selected due to them focusing on the public examination hence they shall not be disturbed.

**3.3. Sampling Techniques and Sample Size**

The school that is chosen by the researcher is selected purposively because of the effectiveness that the data will benefit to the research questions of the study. The school is close to the main campus and Section 17 campus of Universiti Teknologi Mara hence the strength in data collection procedures will increase. There are two target groups that will act as the subjects of the study and they are the English teachers and the students of the secondary school. There will be five teachers as the sample of the study and they will be randomly selected based on the subject they teach, in this study’s case, the English subject. These five teachers will be interviewed and their literature lessons will be observed to answer the qualitative research questions of the study. Out of the total population of students in the school, 150 students of five classes taught by the five sample teachers for the study will be randomly selected as the sample to answer the quantitative research question in this study. This study will adopt purposive sampling as it is relevant to the researcher’s aim to learn about the instructional approaches in teaching literature and how the differing approaches influence students’ view on literature. The proportion of sampling is not the main concern in this study but the teachers’ and students’ behaviour that is emphasized.

**3.4. Data Gathering Instruments**

In order to collect data from the samples of the target population, the researcher has determined classroom observations, interviews and questionnaires as the instruments of this study.

3.4.1. Classroom Observations

The researcher will carry out a classroom observation in order to answer the qualitative research questions of this study. As suggested by Tikstine (1998), the working definition of observation is the systematic, and as accurate as possible, collection of usually visual evidence, leading to informed judgements and to necessary changes to accepted practices. The instrument will aim to collect data from the sample of the teachers and their students. The researcher will attempt to conduct non-participant classroom observation because the data gathered from the observation will lead to explanatory descriptions of the activities contributing to the main concerns of the study and how the activities influence the subjects of the study. Through the classroom observations that will be conducted, the researcher will find out the instructional approaches that the teachers apply when teaching literature and the students’ participation during the lesson. The observation will be guided by observational tools which are an observational checklist and a video recorder. However, in order to collect the qualitative data, the researcher will have to secure permission by the school administration and the teacher to observe and record the lesson. The classroom observational checklist will be adopted from an existing one to ensure its validity.

3.4.2. Interviews

Another instrument that will be applied to collect qualitative data for this study is interviews. The interviews will aim to collect data from the sample of the teachers of the school. According to Turner (2010), interviews provide in-depth information pertaining to participants’ experiences and viewpoints of a particular topic. Therefore, interviews will be appropriate to explore the teachers’ views on the teaching and learning of literature and the instructional approaches they apply as well as the importance of selecting approaches when teaching a literature lesson. Implementing interviews with the teachers will provide an in-depth understanding on their concerns towards the effectiveness of their teaching on students’ academics as well as personal and social development. A semi-structured interview will be conducted on each sample teacher with a set of fixed questions designed by the researcher will be asked and other related questions will be developed accordingly throughout the interview. The researcher will have to secure the permission from the school administration and the teacher to conduct the interview and have the interview recorded to ensure the research trustworthiness.

3.4.3. Questionnaire

In collecting the quantitative data for this study, the researcher will design a set of questionnaire to explore the students’ feedback and responses on the literature lesson they have and the instructional approaches that their teachers apply during the lesson. The aim of the questionnaire is to find out the students’ perspectives on the instructional approaches their teachers use when teaching literature and how the approaches influence their appreciation on literature. 150 students who are randomly selected as the sample of the study and are in the English literature lessons observed will be distributed the questionnaire. Students may not be aware of specific instructional approaches such as the critical literary approach or the reader-response approach, but indirectly they can differentiate the approaches their teachers use, for instance sharing of personal experiences and analysing a text word by word applying the literary techniques. Therefore, questions and statements to understand which approaches they prefer or do not prefer and how they view literature will be relevant as the data to answer the quantitative research question of the study. The researcher will have to gain permission from the school administration, the teachers and the students to distribute the questionnaire and inform that their data will be kept confidential in order to confirm the trustworthiness of the researcher and the data. To ensure the validity of the questionnaire, the researcher will adapt from an existing one and develop a questionnaire that will be brought to an expert in the field of instructional approaches in teaching literature. The researcher will conduct a pilot test on a number of secondary school students to ensure the reliability of the instrument.

**3.5. Data Collection Procedures**

Firstly, the researcher will identify the teachers and the students of the study. The researcher will acquire permission from the District Department of Education (Petaling Perdana) for access to SMK Sultan Salahuddin Abdul Aziz Shah. Then, the researcher will acquire permission from the participants of the study and the school administration to conduct the study and record the data that will be collected. Then the researcher will discuss with the teachers on the identification of lessons that will be observed and also the interview sessions that will be held before the classroom observations are conducted. The teachers will be explained on the objectives of the study. The researcher will clarify that the researcher’s biasness will not exist as the researcher will bracket herself from any biasness throughout data collection. The first data collection instrument that will be conducted is the interview. The researcher will interview the five teachers and collect the data of their views on applying different instructional approaches and have it recorded using the recorder on the researcher’s cell phone. Then the researcher will conduct a classroom observation on one lesson by each teacher that will lead to a total of five different lessons. The researcher will observe the entire lesson and record it using a video recorder. The researcher will not make any interruptions during the lessons but the students will be explained on the objectives of the study before the lesson begins. The teachers’ teaching approaches when teaching literature and the students’ responses and participations will be observed carefully guided by the observational checklist determined by the researcher. After the lesson is accomplished, the students will be distributed a set of questionnaire and they will be explained the objectives of the questionnaire. They will be told of the confidentiality of their data and answers that they provide. They will be expected to be honest when providing their responses. Their feedback on the lessons will provide exposure on the influence of the instructional approaches towards their appreciation of literature. The data collected from the three instruments applied in this study will be triangulated to achieve the objectives of the study.

**3.6. Data Analysis Procedures**

This section will briefly explain on the analysis procedures of the data collected for this study. The qualitative and quantitative data collected will be interpreted differently as this research applies triangulation method of interpreting data. The interview conducted on the teachers will be recorded and the data will be transcribed and the verbatim will be constructed by the researcher. Then the researcher will generate significant codes from the data transcribed and themes will be categorized accordingly. The teachers’ beliefs on applying different instructional approaches in teaching literature will be identified before observing their lessons. Then, classroom observations will be conducted and the data gathered from the observational checklist will be summarized and compared in order for the researcher to draw interpretations and conclusions. Teachers’ instructional approaches when teaching literature and students’ participation will be discovered. Lastly, the questionnaire distribute to the students will be analyzed quantitatively using the SPSS software to develop statistics on the students’ feedback on the literature lessons and how the lessons influence their appreciation towards literature. The data analyzed will be carefully compiled and compared to answer the research questions and for the purpose of developing the discussion and recommendations in the study.