

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates some methodological aspects of the study. It includes method of the study, site and participant, data collection methods, data analysis methods, and ends with validity and reliability of the study.

3.1 Method of the Study

The study was set as a qualitative method that used case study approach. The qualitative method was applied since the study aimed to understand a phenomenon in depth and to interpret behavior and intention (Ary, 2010). It attempted to understand and investigate supports that were employed by the teacher while giving English instructions in EYL classrooms as well as learners' responses toward the instructions given. Meanwhile, the case study approach was employed since the study aimed to evaluate a particular case (McKay, 2006), in this study the use of English to give instructions in EYL classrooms. Another reason of why case study approach was applied is due to small scale site and participant involved in this study (Ary, 2010). The study only investigated the use of English to give instructions in one primary school and only involved one EYL teacher as the participant of the study.

In this qualitative study, the data were collected, coded and classified into some categories. Finally, they were analyzed and interpreted using some related theories to get some findings before arriving to a final conclusion of the study.

3.2 Site and Participant

In a qualitative study, sites and participants were selected in purpose (Ary, 2010). The study was conducted in one of primary schools in Bandung. The school was selected since English had been used as classroom language from 1st up to 6th grade of the school. Furthermore, the school had also been considered as one of favorite schools in Bandung.

In addition, the investigated teacher was an English teacher of the school who taught English in three classes they are Primary 1A, 1B and Primary 2. The teacher was chosen purposively because she has mostly used English to give instructions in the beginner classrooms in which learners' English proficiency was still limited. Therefore, the classes were considered to be the potential classes to investigate how the teacher supported the instructions given to hold up learners' understanding and to find out the learners' responses toward the instructions. However, the investigation on the practice of using English to give instruction was only conducted in two out of three classes the teacher taught, they are Primary 1A and Primary 2. Meanwhile, Primary 1B was not chosen due to time efficiency.

3.3 Data Collection Methods

There were several methods that are commonly applied to collect data in a qualitative study. Four of them, as stated by Alwasilah (2002), are survey or questionnaire, interview, observation and document analysis.

In collecting the data needed, the study perceived two of the aforementioned methods namely interview and observation.

3.3.1 Interview

McKay (2006) very well states that interview is a data collection method that can serve different purposes. Through interview, the researchers may investigate participants' background, reported behavior and also opinions and attitude about various aspects of language learning. Thus, in this study, the instrument was used to investigate teacher's inner thoughts towards the use of English instructions in the classrooms, supports that were employed while giving the instructions and learners' responses toward the instructions given.

However, it was noted by Alwasilah (2002) that interview have a weak point. In the interviewing process, participant that was interviewed can give untrue answers or avoid of being honest in answering sensitive questions or questions that can give him/her disadvantages. This weakness of interview method should be neutralized by conducting another method. Thus, the study also conducted observation to collect the data needed and to synchronize the data gained from interview with the practice of

the use of English as classroom instruction. The teacher interview was conducted twice because of some technical reasons, on September 14th and October 4th 2011.

3.3.2 Observation

The second method in collecting data which was applied in this study was classroom observation. Observation, according to Ary (2010), is an instrument of collecting data that can be used to obtain a comprehensive picture of a situation. Thus, in order to deeply understand and get general description of supports that were employed by the teacher while giving the instructions and to determine whether or not the teacher gave the instructions effectively, the study employed observation. The observation was equipped by video tapping to capture a complete picture of verbal and physical communication from the teacher and to a lesser extent from the learners (Myhill et.al.,2006). It was originally adopted for its effectiveness in data collection. Through this step, the learners' responses toward the instructions were also identified.

The observation was conducted in two beginner classrooms in which English has mostly been used as classroom language they are Primary 1A and Primary 2. The observations were conducted 7 times, 3 times in Primary 1A and 4 times in Primary 2. They were conducted on September 12th, 13th, 14th and 16th 2011. This was aimed to get comprehensive data for answering the research questions.

In addition, in order to observe and investigate supports that were employed by the teacher while giving the instructions, the study completed observation framework proposed by Moon (2000). The observation framework focused on

investigating instructions given by the teacher and teacher's action while giving the instructions. The observation framework can be seen as follows.

Table 3.1

Moon's Observation Framework

Teacher's instruction	Teacher's action

Adapted from Moon (2000, p.64)

Meanwhile, in order to find out learners' responses toward the teacher's instructions, the study focused on investigating relevant response and response given by the learners toward the instructions. This decision was made by considering that teacher's instructions can be considered effective when it gets learners' relevant responses toward the instructions. Accordingly, the observation framework was made by adding two columns to the previous observation framework (Table 3.1), namely relevant response and given response. The second observation framework can be seen below.

Table 3.2

Observation Framework 2

Teacher's instruction	Teacher's action	Relevant response	Given response

3.4 Data Analysis Methods

The study focused on investigating supports that were employed by the teacher while giving the instructions and learners' responses toward the instructions given. To answer these questions, the study used the following steps.

3.4.1 Analysis of Data Interview

The data collected from interview were analyzed through transcribing, coding and interpreting audio taped data to have clear information of teacher's inner thoughts dealing with the practice of giving English instructions in EYL classroom, supports that were employed by the teacher while giving the instructions as well as learners' response toward the instructions. It was also conducted to get in depth understanding from the teacher about effective instructions for young learners.

3.4.2 Analysis of Video Recorded Data

In simplifying the process of analysis of the data gained from tape recording, some steps were implemented in this study.

First of all, the video recorded in each classroom was reviewed. It is expected to get a general description about the practice of the use of English instructions in the classroom. After that, the video recorded data were transcribed to record classroom interaction between the teacher and learners. However, in this study, teacher's instructions were the only aspect of teacher's talk which was transcribed.

The next step was analyzing the tape recorded transcription in order to answer each research question. To find out supports that were employed by the teacher while giving the instructions, the study completed an observation framework proposed by Moon (2000) which focused on investigating instructions given by the teacher and teacher's action while giving the instructions (Table 3.1). This analysis process was aimed to particularly investigate what supports that were given by the teacher to back up learners' understanding toward the instructions. In addition, the study also developed and completed another observation framework so as to identify learners' responses toward the instructions given (Table 3.2). Teacher's instruction, relevant response, and given response became the focus of the observation.

Forth, learners' responses toward the instructions given were categorized. The categorization process was based on Suherdi (2009) who finds in his research that learners' responses can be categorized as relevant response, no response and

irrelevant response. In this study, learners responses were coded as follows: a. relevant response (Rr), b. no response (Ro), and c. irrelevant response (Irr). Moreover, in line with Suherdi's research, in this study, irrelevant response also took many forms, they are when the learners gave response but, it's not relevant to the instruction (Irrelevant response type 1), when learner asked the teacher about Indonesian meaning of the instruction (Irrelevant response type 2) and when learner asked teacher about what to do (Irrelevant response type 3). These types of irrelevant response were then coded as Irr 1 for Irrelevant response type 1, Irr 2 for Irrelevant response type 2, and Irr 3 for Irrelevant response type 3.

Fifth, as an attempt to determine whether or not the teacher gave the instructions effectively, percentage of each response was calculated. The calculation was made by the following formula.

$$\text{Percentage of each response: } \frac{\sum \text{response}}{\sum \text{instruction}} \times 100\%$$

The last step of analysis process of tape recorded data was interpreting the data in order to get a clear picture of the result of the investigation. The study interpreted the data recorded in field notes by describing how the instructions were given focusing on what supports that were given by the teacher to back up the instructions and interpreted learners' responses toward the instructions given by teacher in EYL classrooms. These data were used to arrive at a conclusion on whether or not the teacher gave English instructions in EYL classrooms effectively.

3.5 Reliability and Validity of the Study

The data which have been collected and analyzed need to be validated in order make sure that the findings and interpretations were fair. As suggested by Creswell (2008), that validating findings is utmost important to be conducted by the researcher by which the researcher determines the accuracy or credibility of the findings through some strategies. Furthermore, he explained three strategies which were typically used in qualitative research as follows.

The first strategy was by conducting triangulation. Creswell (2008) very well stated that qualitative researchers need to triangulate among different data sources to enhance the accuracy of the study. The process of triangulation is by corroborating evidence from different individuals, types of data, or methods of data collection.

Second, member checking was another strategy that can be employed to validate the findings of the study. Through this strategy, the researchers check their findings with participants of the study to determine if their findings are accurate. And the last strategy was by having an external audit. By this step, the researchers ask the person outside the project to conduct a thorough review of the study and report back, in writing, the strengths and weaknesses of the project.

However, to meet the reliability and validity, the study only perceived two among three strategies that have been mentioned above namely triangulation and external audit. Triangulation was conducted by corroborating evidence from types of data of the study namely field notes and interview transcriptions. Meanwhile, the

external audit was also applied by asking for feedback from supervisors and proofreaders.

