CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology that is applied in this study. The description of this chapter includes the formulation of problem, the research design, site and respondent, data collection, data analysis, and validity of the study.

3.1 Formulation of Problem

The problems of the research can be formulated as follows:

1) What activities are applied by the teachers in teaching English pronunciation to young learners?

2) What media are used by the teachers in teaching English pronunciation to young learners?

3) What assessments are employed by the teachers in teaching English pronunciation to young learners?

3.2 Research Design

The research was designed using qualitative approach and descriptive method. As stated by Sugiyono (2011), a qualitative approach is used to observe and investigate why and what particular events can occur. The purpose of qualitative approach is to understand, describe and explain beliefs, behaviors and meanings in context-specific settings (Wu & Volker, 2009). Furthermore, the

investigation used a descriptive method in order to describe and interpret the data or the result. It was used to give detail of portrayal of specified situations (Wu & Volker, 2009).

A qualitative approach was used to observe the quality of teachers' behavior in teaching English pronunciation to young learners in the classroom. It is suggested by Wu and Volker (2009) who state that qualitative methods are used to understand everyday human experience in all its intricacy and in all its natural settings. The definition of natural settings shows that the research tends to direct research on everyday human behavior in a routine situation (Van Maanen et al, 1984, cited in Sutopo 2006). In the same line, this research focused on teacher's behavior particularly in media, activity, and assessment was used in teaching English pronunciation.

The method used in this research was a descriptive method because the writer intended to describe the phenomena about teaching English pronunciation to young learners. The aim of the descriptive research was to describe and interpret how the teachers teach English pronunciation to young learners, particularly in activities, media, and assessments. Creswell (2008:254) states that "a descriptive study is an investigation which is a detailed rendering of people, places, or events in a setting in qualitative approach". In addition, Bogdan and Biklen (1982, cited in Sugiyono, 2011) propose that one of the qualitative research characteristics is descriptive. It means that the data collected is in the form of words of pictures rather than number. Furthermore, Merriam (1988, cited in Creswell, 1994) assumes that qualitative research is descriptive where the

researcher is interested in understanding gained through words. Accordingly, a descriptive method was suitable for this research to gain understandings and conclusions of teaching English pronunciation to young learners.

3.3 Site and Respondents

3.3.1 Site

This research was conducted in three elementary schools in Bandung. These particular elementary schools were chosen because of several considerations. One of the considerations was different qualifications from *Badan Akreditasi Nasional* (National Accreditation Associations).

The three particular schools named Elementary School X, Elementary School Y and Elementary School Z. Elementary School X is one of the most favorite public schools in Bandung. It is based on the school accreditation from *Badan Akreditasi Nasional*. Elementary School X gets the A grade with score 95,00. Elementary School Y also is one of the favorite public schools in Bandung which has the A grade but the score is higher than Elementary School X, it is 96,18. The last school is Elementary School Z which is one of favorite private schools in Bandung which has A grade with the score 97,00.

There were other considerations why the three Elementary Schools were chosen. Those are the places which are easy to be accessed and provide the learning facilities. Consequently, it enabled the researcher to conduct the research.

3.3.2 Respondents

This research involved four English teachers of fourth grade elementary students in three elementary schools (X, Y, Z) in Bandung. Firstly, Elementary School X was the site of research which has two English teachers of fourth grade. Both teachers were respondents for this research. They were named teacher 1 (T1) and teacher 2 (T2). T1 taught English subject in primary IV A and T2 taught English subject in primary IV B. As a result, both classes were considered to be the potential classes to investigate about how the teachers applied the activities, media, and assessments in teaching English pronunciation.

Secondly, Elementary School Y was the site of the research which has one English teacher of fourth grade. The English teacher was treated as a respondent. The teacher was named teacher 3 (T3). T3 taught English subject in primary IV in that school. For that reason, primary IV in the school was considered to be the potential class to investigate how the teacher applied the activities, media, and assessments in teaching English pronunciation.

Thirdly, Elementary School Z was the site of the research which has one English teacher of fourth grade. The English teacher taught in four classes: IV A, IV B, IV C, and IV D. The teacher who was named teacher 4 (T4) was chosen as a respondent. However, only one class was chosen as a potential class to investigate how the teacher applied the activities, media, and assessments in teaching English pronunciation. The class was primary IV D. It was based on several rationales: (1) teacher taught English subject in parallel class, (2) the topic that was taught by the teacher was the same as all classes, and (3) the teacher's

ways to teach English pronunciation in each class tended to be similar. Accordingly, it was assumed to be more effective if the writer conducted the research in one of classes in this school.

Additionally, the teachers in this research had some qualifications as follows: (1) the teachers were Indonesian native, (2) the teachers taught English in fourth grade elementary students, and (3) the teachers taught English pronunciation as a part of teaching English to fourth grade elementary students. The four teachers in Elementary School X, Elementary School Y and Elementary School Z were included to the qualifications.

Considering the research topic is about teaching English pronunciation to young learners, the teachers of fourth grade elementary school is appropriate for this research because the fourth elementary students are children or young learners who have golden age (Hardjono, 1988) where they can learn pronunciation easier than adults and they probably will achieve native-like pronunciation. According to Saville and Troike (2006:82-83), there are some advantages of young learners including the young learners' brain plasticity that helps them in learning language, less inhibit than older learners, and higher levels of pragmatic skills and knowledge of the first language. Consequently, it is obvious that starting to learn a language in early year of schooling is better in learning pronunciation.

3.4 Data Collection

The kinds of the data which were collected in this research were in the form of field notes, interview notes, and transcriptions. The data were collected by

using several instruments. The instruments used in the research were observation, interview, and videotaping. These instruments were used to get the data from teachers and students of fourth grade in elementary schools that occurred in teaching and learning English pronunciation process.

To capture about the activities, media, and assessment employed by the teachers in the classroom generally, the researcher used observation and videotaping in teaching English Pronunciation. An interview was conducted to explore the teachers' point of views and to get more information from the teachers about the activities, media and assessment in teaching English Pronunciation.

The primary data was collected from observation that was recorded by using a camcorder. The observations and video recording were conducted by watching directly the process of teaching pronunciation in the class. The result of observation was converted to a field note. Meanwhile, the result of video recorded was converted to a video transcription. To complete the data and to avoid misconception about what has been found in the documents, interview was used in order to get more information. It was based on the activities, media, and assessment process conducted by the teachers in process of teaching pronunciation. The interview was audio-taped and the result of it was transcribed. Conducting the observation, videotaping, and interview were done in several times in order to get the pattern of activities, media, and assessment in teaching English pronunciation.

3.4.1 Observation

The research began with the observation to the process of teaching English pronunciation in the class. Through observation, the researcher could observe implicit understanding, how theory in use, and respondents' point of view (Alwasilah, 2009).

The observation was conducted by watching directly the process of teaching English pronunciation in classroom without involvement to the teaching process. In this research, an observation was passive participation and the researcher became a complete observer. As stated by Sugiyono (2011), the researcher became a non-participant observer where the researcher was present at the scene of action but did not interact or participate. It is useful in exploring topics that may be uncomfortable for respondents to discuss (Creswell, 1994). The observations provide data related to the physical place, actor, activity, object, goal, and feeling (Sugiyono, 2011). As a result, there were field notes which were made during the observation to complete data.

3.4.2 Videotaping

Coinciding with conducting the observation, videotaping was done. The researcher recorded the process of teaching English pronunciation, which involved the activities, media, and assessments, by using camcorder. The recording was converted into video transcriptions. Furthermore, Alwasilah (2009) shows that the transcription also was used in the research to understand how respondents organized their perspectives.

Since the research studies about teaching English pronunciation to young learners, phonetic transcription was treated in this research. The researcher used *PhoTransEdit Online* application that transcribed small English texts into broad phonetic transcriptions in the International Phonetic Alphabet (IPA). For that reason, the video transcription became a secondary data to fulfill the field notes.

3.4.3 Interview

The open interview was conducted to find out more aspects about the problems of research and add the data from observation and videotaping. Some conditions which cannot be captured by other instruments were observed during the interview (Alwasilah, 2009).

As suggested by Stake (2010:95), the purposes of interview for qualitative researcher are: (1) to obtain unique information held by the person interviewed, (2) to collect a numerical unit of information from many persons, and (3) to find out about a thing that the researchers were unable to observe themselves.

The interview consisted of some questions related to the activities, media, and assessment process conducted by the teacher. Moreover, the interview was intended to reveal the teachers' point of view about using the activities, media, and assessment in teaching English pronunciation in their classroom. It was recorded in audio-taped and constructed an interview note. Furthermore, Creswell (1994) asserts that:

> researchers record information from interviews by using note taking or audiotapes. I recommend that one audiotape each interview and then transcribe the interview later. Also during the interview, the researcher should take notes in the event that the recording equipments fail (p.152).

From the explanation above, the interviews were useful to clarify information that gained from observation and videotaping. Consequently, the interview results completed the data from observation and videotaping.

3.5 Data Analysis

The result of the observation process was a field note, the result of videotaping was a video transcription, and the result of interview is an interview script or interview transcription. It is in line with Bogdan (cited in Sugiyono, 2011) who claims that data analysis is the process of systematically searching and arranging the result of the research such as interview transcriptions, field notes, and other materials that is accumulated to increase the understanding of them and to enable present what have discovered.

In this stage, the data gained from three instruments were divided into several steps of analysis to answer the research questions. Miles and Huberman (1984) as cited by Sugiyono (2008:246) stated that there are three steps on analyzing the data. Those are data reduction, data display, and conclusion (drawing/verifying). It is described by the following picture:

Figure 3

Components in the Data Analysis (Interactive Model)
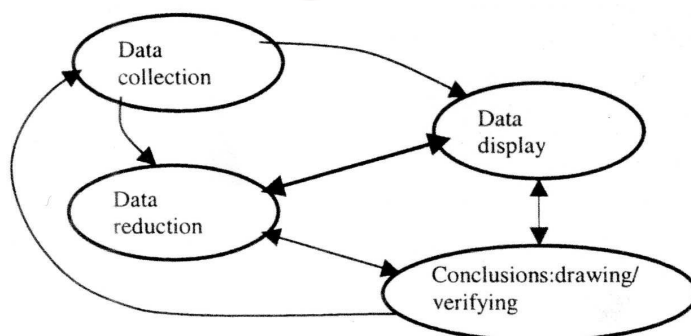
3.5.1   Data Reduction

The research got the answers in various types from the observation, the videotaping, and the interview. The data gained from the data collection were elaborated carefully. The more the data collecting process was conducted, the more the data was gathered. Therefore, the analysis was easier to be conducted by reducing several data which were not necessary with the research questions as aforementioned.

In this research, data reduction was done by coding and categorizing (See Appendix F). Coding and categorizing the data gained was aimed to give a clear picture of what is actually needed.

The researcher conducted the coding and categorizing process after getting the data from the field notes, video transcriptions, and interview transcriptions. Further, those data were interpreted into categories to address the research questions. The researcher used the observation as the main instruments to get primary data. Besides, the researcher used video transcriptions to add some information which related to the research questions. The researcher made video transcriptions by using *PhoTransEdit Online* application that transcribes small English texts into broad phonetic transcriptions in the International Phonetic Alphabet (IPA). It was aimed to know how teachers applied activities, media, and assessments in teaching pronunciation specifically. Furthermore, interview transcriptions were used by the researcher to complete the data from observation and videotaping.

3.5.2 Data Display

After the data were reduced and the important items remained, the next step was to display the data. Miles and Huberman (1984, cited in Sugiyono, 2008:249) reveal that the most frequent form of displaying data for qualitative data is in the form of narrative text. In this research, the data were shown not only in narrative text but also in the form of tables (See Appendix F).

3.5.3 Conclusion Verification

The third step of Interactive Model from Miles and Huberman (1984, cited in Sugiyono, 2008:247) is conclusions. The beginning conclusion from the data is still temporary and may change when new findings appear. The conclusion in qualitative research is a new finding that have never existed before (Sugiyono, 2008:253). In this research, the researcher made conclusions through verifying the data from the observation, the videotaping, and the interview.

3.6 Validity of the Study

There should be a validation of the data gained from the instruments in order to determine the accuracy of the data. As stated by Sugiyono (2011), validating is an important thing to do by a researcher to determine whether the data gained are real done by respondents or not. Therefore, there were several procedures which were done by the researcher to validate the findings, including triangulation, member checking, and audit.

Firstly, triangulation was used by the researcher to validate the data. The triangulation is collecting data from the same informants by different methods (Alwasilah, 2009). A triangulation method, in this sense, was by collecting and analyzing the data from the respondents by using the field notes, video transcripts, and interview transcripts.

Secondly, a member checking method was applied in this research to validate the findings. The member checking is a way to receive feedback from informants (Creswell, 1994) to know how far the data gained in the findings is appropriate with the data from informants (Sugiyono, 2011).

Thirdly, an audit was also used in the research. The audit method was employed to validate dependability of the research (Sugiyono, 2011). In this research, researcher used the audit method by asking for feedback from supervisors and proofreaders. Therefore, by applying three procedures above, the study was expected to have the accuracy of the data.