

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology that is applied in this study. The discussion of this chapter involves the research design, site and respondent, data collection procedures, and data analysis of the research.

3.1 Research Design

Since the research is qualitative, the research will be designed in qualitative approach and descriptive method. Qualitative approach is naturally used for observing and investigating about why and what is a particular event can occur. Besides, the descriptive method is used to give in detail of portrayal of specified situation.

Qualitative approach used as the purpose of the research is to observe quality of teacher's behaviour in teaching English Spelling to young learners in classroom. The teacher's behaviour includes the use of media, activities and assessments. As stated by Fraenkel and Wallen, qualitative approach investigates what happens in a particular situation or activity (1993:380). Moreover, qualitative approach focuses not only the result but also the process occurred.

To describe the phenomena, descriptive method will be used. This is line with a characteristic of descriptive method that stated by McMillan and Schumacher (2001: 395). Mcmillan and Schumacher declared that descriptive method simply describes achievements, attitudes, behaviours of a group of subjects.

3.2 Site and Respondents

The research will be conducted to three English teachers of fourth grade elementary students in SD Al Irhaam Global Islamic School Bandung. SD Al Irhaam Global Islamic School Bandung will be the site of the research and three of English teachers of fourth grade elementary students in the school will be the respondents. The fourth elementary students are taught English Spelling by the teachers

SD Al Irhaam Global Islamic School is a private school located in Bandung. It implements ESOL Cambridge Curriculum which sets English teaching and learning as the primary subject. English is taught since first year and become the daily language in the school There are three kinds of English subject and its different teachers, such as General English, Listening-Speaking Skill, and Reading Writing skills.

There are 4 English teachers. Miss Ami, Miss Ike, Miss Siti, and Mr. Asep. Miss Ami is teaching Speaking-Listening skill for first year students to fifth year students. General English for fourth and fifth year students is taught

by Miss Ike. Otherwise, Miss Siti is teaching Speaking-Listening for fourth and fifth year students and Mr. Asep is teaching General English for first to third year students.

Since the focus of the research is fourth year, Miss Ike, Miss Siti and Miss Ami are the respondents. Miss Wike as teacher 1 namely T1. Miss Siti as teacher 2 namely T2. Miss Ami as teacher 3 namely T3.

The teachers will have some qualifications as follows (1) the teachers are native Indonesian, (2) the teachers teach English in fourth grade elementary students, (3) the teachers teach Spelling in a part of teaching English in fourth grade elementary students. The three teachers are included to the qualifications.

3.3 Data Collecting Procedures

To collect the data, several instruments and procedures will be used in the research. The instruments are videotaping, observation, and interview. The observation and videotaping will be applied to capture the phenomenon about activities, media and evaluation employed by teacher in teaching English Spelling in the classroom generally. To explore the teacher point of view and to get further explanation from the teacher about the activities, media and evaluation, an open interview will be applied.

The primary data will be collected from observation and recorded by using video-tape recorder. Having been written down and recorded, the data will be transcribed. To get more information in order to complete the data, the interview will be held by giving some questions based on related qualifications. The observation, video-tape recording, and interview will be conducted five times in order to get the pattern of which activities, media, and evaluation can be identified.

The research will begin with the observation to the process of teaching English spelling in class. Naturalistic observation is used for this research. The observation will be conducted by watching directly the process of teaching English in classroom without getting involved to the teaching process. This is line with Fraenkel and Wallen that stated as follows:

The researcher makes no effort whatsoever to manipulate variables or to control the activities of individuals, but simply observes and records what happens as things naturally occur (1993:391)

During the observation, the researcher will become a complete observer (Alwasilah, 2000:220). The observation will give real condition that happen exactly. Any condition which related to the problems of the research will be perceived during the observation. The result of the observation will be taken into observation schedule and converted to a note field as the primary data.

Coinciding with conducting the observation, the videotaping will be done. The process of teaching English in classroom including the activities, media, and evaluation employed by the teacher will be recorded. Using the handy-cam to record the process, the recording will be the secondary data to fulfill the field notes.

The recording will be transcribed and investigated using the Systemiotic Approach developed by Ventola, 1988 (cited in Suherdi, 2006:23). The transcription is used to recognize how respondents organize the speech act (Silverman, 1993:9 adapted by Alwasiah, 2000:157). The transcription will be analyzed to detect particularly on its activities, media, and evaluation process. Systemiotic Approach is designed to investigate speech act using Exchanges System Network (ESN). The exchanges identified and investigated are about teaching spelling by the teachers in the classroom.

Adding the data from observation and video-tape recording, the open interview will be conducted to find out more aspects about the problems of research. Some conditions which cannot be captured by other instruments will be observed during the interview (Alwasilah, 2000:15).

As suggested by McMillan and Schumacher (2001) the purposes of interview are (1) attaining the current perceptions of activities, roles, feelings, motivations, concerns, and thoughts; (2) attaining potential expectations or anticipated experiences; (3) confirming and extending information obtained

from other resources; and (4) confirming or extending hunches and ideas developed by the participants or researcher.

The interview will consist of some questions related to the activities, media, and evaluation process conducted by the teacher. Moreover, the interview intends to reveal the teacher point of view about using the activities, media and evaluation in teaching English Spelling in her classroom. It will be recorded in audio-taped and construct an interview note.

3.4 Data Analysis

After collecting the data, the results from three instruments will be analyzed by a number of procedures to answer the research questions. The result of the observation process will be a field note; the result of the videotaping will be a video-recording, and the result of the interview will be an interview script. The data will be analyzed into several categories and priorities derived from concerns and issues displayed on the research questions, i.e. activities, media, and evaluation applied by the teacher in teaching English Spelling. The data also will be analyzed by The Contract Spelling Approach that is developed by Tompkins and Hoskisson (1991).

The data will be comprehensive if the data can answer the research questions as proposed. The questions are related to find out the activities, media and evaluation. Consequently, the answer will be about various types of the activities, media and evaluation used by teacher in teaching

English spelling. To reveal the formula, the data analysis will be constructed by coding, categorizing and deciding whether it is comprehensive or not to be the answer of research questions (Kountur, 2007:192).

The video-recording will be a transcription that describe about general English teaching process in the classroom. The transcription will be divided into stages of English teaching process in the class. Thus, it will be identified merely to recognize the spelling teaching process as the priority of the research. By identifying the process, it will be found some activities, media and evaluation used by the teacher.

In addition, the field note will be rewritten to describe about English spelling teaching in the classroom specifically. The note will be divided into some particular occasions which occur at teaching spelling process. Thus, it will complement the previous data that are transcription to recognize some certain aspects related to the activities, media and evaluation used by the teacher.

Later, the interview script will be a transcription that describes about the teacher's point of view. It will contain about some rationale of the teacher by using the activities, media and evaluation in teaching English Spelling. The teacher's perspectives about the use of selected activities, media, and evaluation will give an addition to the earlier data to enlighten about teaching English spelling generally.

Finally, the three kinds of instrument result will be combined each other to answer the three research questions. Three kinds of findings have been categorized into some classifications based on The Contract Spelling Approach that is developed by Tompkins and Hoskisson (1991). The classifications will be matched to each question. By answering the research questions, the conclusions as the result of the research will be gained.

