# CHAPTER III

# METHODOLOGY

This chapter presents the research methodology. Research method will be firstly presented to describe the method used in this study and the reasons underlying it. Site and respondent are explained afterwards. Data collecting techniques reveal all instruments utilized to gain the data. Data analysis will be lastly discussed.

## 3.1 Research Method

This study used a qualitative approach. Qualitative approach focused on process as well as product (Bogdan and Biklen, 1982; as cited by Fraenkel and Wallen, 1990). Furthermore, qualitative approach is concerned with human behavior. Since this study is also the process of teaching and about human behavior, qualitative approach is considered to suit this study.

## 3.2 Site and Respondents

This study was conducted in an elementary school in Bandung. The selection of this school was based on the reason that the school claimed to implement an individual need-based approach in the teaching learning process based on the interview with one of the teachers. It is relevant to one of MI characteristics acknowledging individual intelligence (Armstrong, 2009).

A male English teacher who taught first and third grader students was voluntarily involved. The teacher graduated from English literature program from a private university in Bandung. He has been teaching in this school for about one

year. He also teaches junior high school students. He taught other private courses beforehand. However, it is his first time teaching very young learners.

### 3.3 Data Collecting Techniques

To collect the data, the researcher utilized class observation, interview and document analysis as the data collecting techniques. It is in line with Sugiyono (2008) stating that data collecting in qualitative study emphasizes on observation, interview and documents. The explanation of each data collecting technique is as follows:

### 3.3.1 Class observation

Class observation was aimed to catch what was said and done by the teacher and students in classroom to answer the research questions in Chapter I. It covered if Multiple Intelligence (MI) theory has been attended to by the teacher, and what advantages and barriers were found of implementing MI theory. Class observation helped the researcher investigate direct reaction of the respondent that might not be gained from interview. Through observation, the researcher is able to get objective descriptive of the respondents (Basrowi&Suwandi, 2008). Moreover, class observation helps the researcher when the researcher is doubt of the obtained data, for instance the researcher forgets the interview result or there is a gap between the researcher and the respondents (Guba and Lincoln, 1981: 191-193: in Basrowi and Suwandi, 2008).

There were eight meetings observed and videotaped by the researcher. Each meeting lasted for sixty minutes. The researcher also jotted down special

features during the observation that might not be caught by video camera. The researcher acted as a non-participant observer who did not get involved in the activity (Fraenkel and Wallen, 1990).

### 3.3.2 Interviews

Interview sessions were conducted after the observation. The purpose of the interviews was to validate the data obtained (Basrowi&Suwandi, 2008: 317). According to Alwasilah (2008), through interview researcher can explain or paraphrase the questions if the interviewees do not understand. Follow-up questions are also possible in this session.

The interviews were aimed to: (1) get deep information if MI theory has been attended to by the teacher, (2) find out advantages and barriers of implementing MI theory in classroom.

This study utilized semi-structured interviews in which the researcher did not use detailed and systematic interview guideline but only general points (Sugiyono, 2008). The semi-structured interview was aimed to gain in-depth information needed in which the researcher was able to modify and add questions that might not be predicted beforehand. The questions were classified into four major parts: (1) teacher's teaching strategies, (2) teacher's understanding about MI theory, (3) the advantages and the barriers encountered during the teaching-learning process, and (4) assessment used. Notes and audio taping were used complementarily.

### 3.3.3 Document Analysis

Documents, consisted of lesson plans used by the teacher, were utilized to complete the data gained through class observation and interviews. Analyzing document is beneficial when the researcher do not get expected data from the interview (Alwasilah, 2008).

Guba & Lincoln (1981; in Alwasilah, 2009) state that documents are long lasting data sources. They also assert that document is a non-reactive data source. When the respondent is not friendly, the researcher can use document as the proof whether or not respondent's statement is reliable/true.

In this study, the lesson plans were used as an instrument to check whether teacher implemented what had been written in lessons plan or not. Lesson plans also helped the researcher identify what kind of teaching strategies applied by the teacher in classroom. Furthermore, the researcher was able to deliver questions if the information from lesson plans and class observation was found unmatched.

### 3.4 Data Analysis

After gaining the data from class observation, interviews and document analysis, the researcher then analyzed the data. Triangulation technique which consists of class observation, interview and document analysis was employed. Triangulation has several advantages. These advantages are: (1) to reduce the limitation in some certain methods and data source, (2) to increase the validity of the conclusion so that it results in broader coverage (Alwasilah, 2009). Data analysis of each technique will be explained below:

### 3.4.1 Class Observation

The data gained from the class observation were transcribed by using classroom discourse analysis tool (Suherdi, 2009) in which students' utterances were labeled S while teacher's utterances were labeled T. The transcriptions were then classified based on a framework of Multiple Intelligences implementation in classroom by Armstrong (1994; 2000; 2003; 2009). The followings are some examples of how the transcription is labeled by using Armstrong's framework:

**Excerpt 1**

**Brainstorming**

T : ok, anak-anak. Minggu lalu…we already learned about parts of body. **Kita udah belajar tentang….?**

T : How to write head? Bagaimana menulis head?

**Excerpt 5**

**Rhythms, songs, raps and chants**

T: Ok. **Sambil nyanyi yaa...if you're happy and you know it touch your ear...**

Ss: Eaaarrrr....

T: if you're happy and you know it touch your mouth..

Ss: Eaarr....

The researcher categorized the excerpts based on the sentences that were in bold type. For example, in excerpt 1 the question **"Kita udah belajar tentang….?"** showed that the teacher implemented brainstorming technique. Excerpt 2 was categorized as rhythms, songs, raps and chants technique based on this sentence **"Sambil nyanyi yaa...if you're happy and you know it touch your ear..."**

After being categorized, the transcriptions were interpreted to find out how the teacher executed the teaching strategies and how these teaching strategies worked to students. Relevant literature was embedded to justify the data interpreted.

### 3.4.2 Interviews

The data obtained from interviews were analyzed by transcribing and categorizing them based on definition of the situation, perspectives, strategies, and methods (Bogdan & Biklen, 1992; as cited by Alwasilah, 2008: 230). The researcher pointed on important parts which were related to research questions addressed in Chapter I. Furthermore, to justify the result, related literature was also presented. The purpose was to validate and to check the data from observation. The results will be presented in Chapter IV.

### 3.4.3 Document Analysis

Lesson plans used were analyzed by using frameworks of Brown (2001) and Moon (2000). The following table is analysis of lesson plans adapted from Brown (2001) and Moon (2000).

**3.1 Table of analysis of lesson plan adapted from Brown (2001) and Moon (2000).**

| No | Aspects | Indicators |
|----|---------|------------|
| 1. | Goals | Stating explicitly what students will accomplish by the end of the class period |
| 2. | Objectives | Relevant to goals |
|    |         | Being stated explicitly |
|    |         | Stating what students will gain from the lesson |

| | | Containing abilities related to four main language skills |
|---|---|---|
| | | Stating language patterns students will read or listen to (receptive) |
| | | Stating language patterns students will be expected to produce (productive) |
| 3. | Materials and equipment | Relevant to objectives |
| | | Stimulating students' language learning |
| | | Making students more interested in using the materials |
| 4. | Procedures | Relevant to objectives |
| | | Moving from receptive to productive skills |
| | | Moving from controlled to uncontrolled activity |
| | | Moving from the easiest to the most difficult |
| | | Containing when and how teacher group students whether the activities will be individual work, pairwork, group work or whole-class work |
| 5. | Evaluation | Relevant to objectives |
| | | Can be conducted during the learning process |

Furthermore, other relevant literature about how to arrange a lesson plan for young learners was also added. It aimed at gaining a comprehensive explanation about how a lesson for young learners should be planned. The researcher analyzed the lesson plans through these following steps:
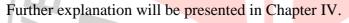
1. Identifying all components in the lesson plan

2. Analyzing each component based on the framework used

3. Crosschecking the lesson plans with the class observation result

4. Comparing and contrasting the lessons plans with observation and interview result by justification of relevant literature.

5. Making a conclusion

## 3.5 Concluding Remark

This chapter has displayed research methodology consisting of research method, site and respondents, data collecting techniques, and data analysis. This study is aimed to investigate whether or not multiple intelligences theory has been attended to by the observed teacher, the advantages and the barriers of implementing multiple intelligences theory in teaching English to young learners. Further explanation will be presented in Chapter IV.