

CHAPTER III

RESEARCH METHODS

The research methods applied in this research is discussed in this chapter. The discussion involves the research design, site and participant, data collection methods, and data analysis of the research.

3.1 Research Questions

The present study investigates the problems that are formulated in the following questions.

1. What strategies are used to teach English vocabulary to very young learner?
2. What are the difficulties experienced by the teacher which usually appear in the process of teaching English vocabulary to a very young learner?

3.2 Research Design

The research design of this study was qualitative analysis. The specific of analysis was descriptive qualitative methods.

Descriptive method was a method used in a study which is not searching for something or making the prediction, it only describes the situation or phenomenon. As Gay L.R (1987) states below that

a descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. The descriptive study determines and reports the way things are (1987: 68).

There are several characteristics of a qualitative research: (1) the focus of the research is 'quality', (2) the aim is description, findings and understanding, (4) the settings are natural, (5) the sample is small and purposive, and (6) the data collections consists of researcher as the main instrument, interviews and observations (Alwasilah, 2008: 92).

Interviews were conducted to support the data gathered from the observations and analyzed documents. Dealing with the interviews, Wallen and Fraenkel (2010) explain that there are three types of questions. The first one is closed ended which is (multiple choice) - easier to complete, score and analyze. The second one is categories which must be all inclusive, mutually exclusive. The last one is opened-ended which is easy to write and to analyze. Thus present study employed open-ended questions since the interview was intended to complete the data gathered from the observations and document analysis

Furthermore, this study used opened-ended questions, since respondent would gave unlimited answer. Therefore, **it can be getting much information from respondent.**

Additionally, the present study employed the qualitative and descriptive method because there is no treatment given during the observation and the observation was based on the situation or phenomenon happened. In this case, the study was set out to investigate the teacher's strategy in teaching English vocabulary to very young learners. Especially, in finding out teacher's strategies in teaching English vocabulary to very young learners and the difficulties faced by teacher in teaching English vocabulary to very young learners.

3.3 Site and Participant

3.3.1 Research Site

The sample of qualitative research, which is called informant or participant, is a theoretical sample. The selection of sample is mainly taken due to the fact that the aim of qualitative research is to bear new theory and thus the sample is selected purposively according to several considerations and particular aim. (Sugiyono, 2007: 298).

The selection of the school is based on the following consideration. The main reason is that the accessibility to the school. The researcher has been familiar with this school for long time. Thus she has taught for 6 in this school. Secondly, this school is considered one of the favorite pre-school in Bandung. Therefore, the researcher wants to investigate the teacher's strategy of this kind of school.

3.3.2 Respondent of the Study

The respondent of this study was a female teacher in a playgroup in Bandung. The participant in this research is a 30 year old female teacher who teaches one class of a *Starter* Level (2-2, 5 years old called pre-nursery).

She was chosen due to some reasons. First, the teacher has been an English teacher in the school for several years and has many experiences in teaching English. Second, she provided candid talk in expressing her thinking and experiences. A candid talk is believed to give important contribution and influences the teacher's performance in teaching. Thus, teacher who has candid

talk in teaching will enjoy her profession and as a result the transmission of learning material (vocabulary in this sense) will be optimal. Finally, she was willing to fully participate and was ready to be a respondent of this study.

3.4 Data Collection and Data Analysis

The present study used triangulation of collecting data strategy to strengthen the quality of the study. It is an attempt to combine more than one method of data collection. To maintain the credibility of this study, the triangulation of collecting data techniques was employed (Sugiyono, 2007: 309). There were three kinds of instruments used; classroom observation, interview and document analysis. As Marshall and Rosman (Sugiyono, 2007: 309) believe that the fundamental methods employed by qualitative study for gathering information are observation, in-depth interviewing and document analysis.

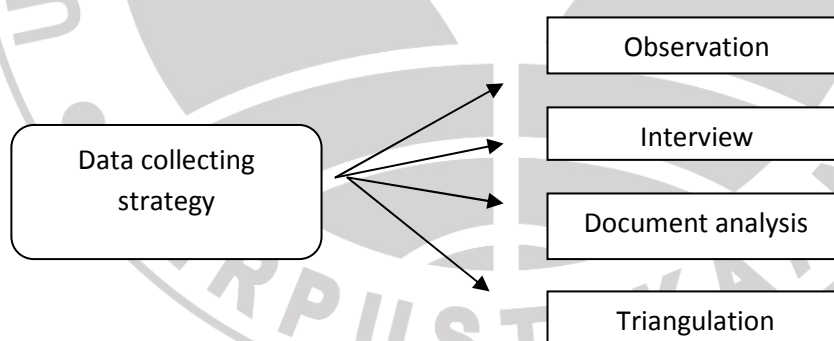


Figure 3.3.1 Collecting Data strategy According to Sugiyono (Tringulation) (2007: 309).

3.4.1 Observation (video-recording)

The research was begun with the observation to the process of teaching English in the classroom. Observation is one of the instruments that is used to identify the teacher's strategy in teaching English vocabulary to very young learners in the classroom.

In observing the respondent, video recording and field note were used. Video recording was used to record the process of teaching English vocabulary in the classroom. Field note was used to make note of what happened during the process of teaching to back up the results from video recording.

During the observation, the researcher became a complete observer (Alwasilah. 2002:391). The observation gave any event of teaching English process in the classroom. The result then was taken into table's checklist and field notes were made during observation to complete the data. The observations were conducted six times including the focused and selective observation: observation 1 (28th of Feb 2011), observation 2 (2nd of March 2011), observation 3 (5th of March 2011), observation 4 (7th of March 2011), observation 5 (9th of March 2011), observation 6 (12th of March 2011). The framework of observation was adapted by Sugiyono (2007).

Observation framework by Sugiyono (2007)

Step in conducting observation	Activities
Descriptive Observation (Grand tour observation)	- Searching for participant - Choosing the appropriate participant
Focused Observation (Mini tour observation)	- Conducting a systematic observation classroom

	- using field notes and video recording
Selective observation (Mini Tour observation 2	- Conducting a systematic observation classroom - using field notes and video recording

3.4.2 Interview

The next instrument employed in this study is interview. Nasution (1987) states that interview is a kind of verbal communication, which has purpose to get information about something from the interviewees..

Cannell and Kahn (1968, cited in Cohen and Manion, 1994:270) assert that interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused on content specified by research objectives of systematic description, prediction, or explanation. Interview aims to find the teacher's perception related to the strategy of teaching and the difficulties which might exist during the process of the implementation of the strategy in teaching English vocabulary to very young learners.

Considering the above facts, thus, the teacher of playgroup was interviewed about several questions related to teacher's strategy used in her class to teach the students, what strategy teacher used to teach very young learners and the difficulties that were faced by the teachers in using the strategy in teaching English vocabulary to very young learners. Specifically, the interview contained 10 questions whies was conducted based on the following guideline

Table 3.3.2
Guideline of the teacher interview

No	Details	Item number
1.	Identifying the preparations in teaching English vocabulary	1,2,3,4
2.	Identifying the strategies in teaching English vocabulary	5,6,7
3.	The difficulties faced by teacher in teaching English vocabulary	8,9,10

The purpose of interviewing the teachers is to find out all activities in teaching English vocabulary and the difficulties appeared in teaching English vocabulary.

The questions above are also added by some questions based on the situation and answers from the respondents to get more information

3.4.3 Document Analysis

The next instrument is document analysis. Sugiyono (2007: 329) states that document is any valuable notes of past events in the form of written text, pictures, or monumental creatures. The observation result will be reliable if it is supported by documents (Sugiyono, 2007: 329). There were two documents collected in this study.

a. Syllabus.

Syllabus was collected to provide data related to the topics and the learning objectives.

b. Lesson plans

There were three aspects of lesson plan analyzed to complete the data: objectives, activities, and media.

During the process of observations, 3 lesson plans from observation and 1 *Starters* Level syllabus were also collected. The documents were analyzed to disclose were pattern of the activity appeared on the teaching English vocabulary process.

The syllabus would be the guidance of document analysis, since they are the principles of developing lesson plan. Main goal and terminal goal stated be checked in the lesson plan, whether the lesson plans were linked to the syllabus. An ideal lesson plan has five aspects: goals, objectives, activities, media and assessment (Dick and Raiser, 1996: 59). In this chapter, the researcher only pointed out two aspects of the lesson plan to support the data: objectives and activities. These two were important to analyze to see how relevant the strategies were with the objectives of the lesson.

After analyzing the aspects of objectivities and activities, the result of analysis were scrutinized through some related theories explained in chapter 2 and listed in the table below.

Table 3.3.3 Guidance for analyzing lesson plans
Adapted from Raiser and Dick (1996), Cameron (Cameron, 2001)

Number	Aspect assessed	
	Aspetcs	Categories
1	Objective	In line with goals and objectives
		Consists of three-components (behavior, condition, standar)
		Present appropriate language focus
		Present various domains of learning
2	Activities	In line with goal and objectives
		Based on topic
		Present situation (contextual)
		Moves from concrete to abstract
		Moves from receptive to productive skills
		Moves from personal to impersonal
	Moves from controlled to less controlled	

3.5 Data Analysis

The present study employs qualitative method which is used to identify the strategy in teaching English vocabulary. In qualitative research, data analysis begins when the observations started. It is an on-going activity throughout the whole investigation. This study applies the Interactive Model by Miles and Huberman (1984). The procedures of data analysis can be drawn as below

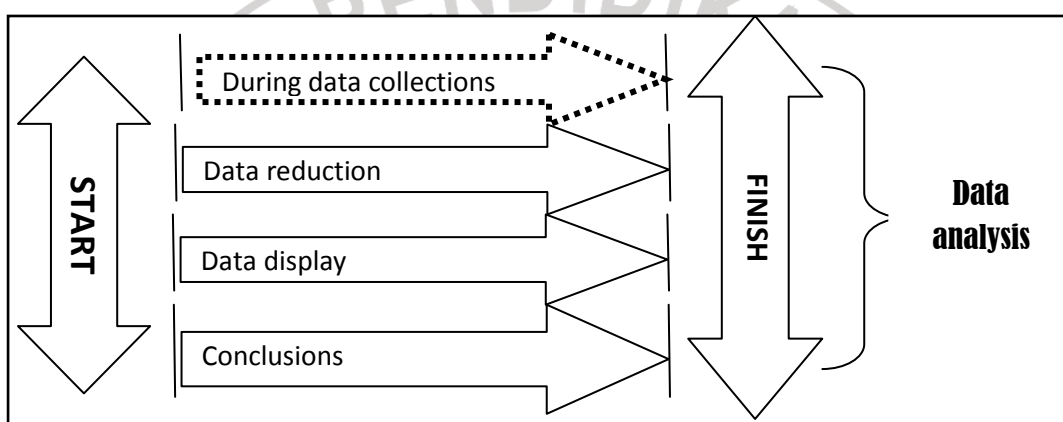


Figure 3.4.1 Flow Model of Data Analysis by Miles and Huberman (1984)

On the model 3.4.1, it can be seen that this study used descriptive qualitative to analyze the data, after the data have been collected from observation, interview and document analysis are summarized. Then, the main items that support what the study needs are chosen and the unimportant ones are deleted. This process is called data reduction. After the data were reduced and the important items remained, the next step was to display the data. It could be in the form of graphics, tables, chart and narrative text. The data analysis involves several steps:

1. Data observation is described
2. Data interview is transcript

3. Data syllabus and lesson plan are analyzed
4. Data reduction is conducted. It is the step when the researcher summarized and chose the main items to construct particular pattern
5. Data display. it is the process when the important items was displayed in the form of graphics, tables and narrative text
6. Conclusions are drawn to know the result of the data.

3.6 Conclusion

The third step of Interactive Model from Miles and Huberman is drawing a conclusion. The beginning conclusion is still temporary and may change when new findings appear. The conclusion in qualitative research is a new finding that have never been exists before.