

CHAPTER III

RESEARCH METHOD

This chapter presents the research design used in conducting this research. More specifically, it describes the method of investigation, the participants, data collection, and data analysis.

3.1. Objectives of the Study

The focal point of the study was to convey the implementation of interactive teaching media in English speaking teaching and learning. So that, this study was conducted:

1. to investigate the implementation of interactive teaching media in English for Young Learners students;
2. to explore the type of speaking that occurred from watching video lesson;
3. to find out students' responses towards the implementation of interactive teaching media in the classroom.

3.2. Method of Investigation

Qualitative approach was used in this study. Fraenkel and Wallen (1990; p. 10) states that qualitative approach is employed when a researcher wants to acquire a holistic depiction of what actually happens in a particular circumstances or situation. In addition Berg (2007; p. 3) defines qualitative research as “the

meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things.” Corresponding to Fraenkle and Wallen also Berg, Nunan (1992: p.4) declares that qualitative research involves insights towards human behaviors that come up directly from the performer’s own frames or references.

The objectives of this study, to get an in-depth understanding, become the rationalization to use this method. To acquire an in-depth comprehension regarding the process of teaching speaking to young learners, beginner level students, using interactive media teaching was done by exploring and investigating behaviors and attitudes that happened in the classroom.

Furthermore, Fraenkel and Wallen (1990; p. 11) asserts that qualitative research let itself very well to a comprehensive study of one or few participants. They also exclaim that

“Sometimes much can be learned from studying just one individual, one classroom, one school, or one district (such as a student who is able to learn a second language rather easily). For example, there are some students who learn second language rather easily. In hopes of gaining insight into why this is the case...”

To attain the data, the case study method was applied. Merriem (1988; p. 2) exclaims that, in order to understand and interpret observations of educational phenomena, case study research, particularly a qualitative case study, is an ideal method to be applied. Specifically, the chosen research design was the nonexperimental research design, the decision was to use a descriptive research design. The assumption of taking this design was that because there was no manipulation of treatment in this research. Merriem (1988; p. 7) says that when

description and explanation (rather than prediction based on cause and effect) are sought, a researcher can undertake the nonexperimental, a descriptive research.

A descriptive case study is obviously different from experimental study. The main difference is the participants' group. In case study, the participants can be one individual or more, while in experimental study, typically, there are experimental and control groups. Besides, the setting in experimental study has treatment to prove that one technique is better than others, whereas in case study does not have treatment and does not have any intention to prove that one technique is better than others.

3.3. Sites and Participants of the Research

The participants of the research were the beginner level students of an EYL class. The rationale of using this level was because the participants did not expose to interactive media teaching and they did not learn English previously. This class consists of 4 students.

Another reason to choose the EYL class was because it is researcher's institution and the researcher would like to contribute something to the institution. Besides, it would be easier to ask for permission and conduct the research itself.

The schedules of the research were planned as follows:

Meeting	Topic	Lesson Objective
1 (October 5, 2010)	Pilot Study (<i>I am tall</i>)	To disclose problems of the video and the task.
2 (October 7, 2010)	Pilot Study (<i>My family</i>)	To test the correction of the problems regarding the video and the task.
3	I am Tall	To identify someone' physical

(December 13, 2011)		appearances.
4 (December 15, 2011)	My Family	To know family members.
5 (December 16, 2011)	Where are you?	To know parts of the houses and things in it.
6 (December 20, 2011)	Where's the cat?	To use prepositions of things around them.
7 (December 22, 2011)	Evaluation	To check students' comprehension regarding the overall lesson.

Table 3.1. Lesson Summary

3.4. Data Collection and Analysis

In answering the research questions, the researcher gathered data from two main sources. The main data sources were participant observation and interviews. The former was conducted in the classroom during the lessons and the later was conducted every meeting at the end of the lesson.

3.4.1. Participant Observation

Alwasilah (2003; pp. 154-155) states that participant observation allows researchers to draw an inference about participants' perspective, events and things that are examined and seen. This technique is able to dig out information that is not well conveyed via interview.

Furthermore, Fraenkel and Wallen (1990; p. 369) put forward that observation can be used best to know how people feel and act toward something or how things look. They also divide participant observation to overt and covert. This later type is likely to produce more valid result on what things really happen. Thus, in this study, the observer did the covert participant observation, where

researcher covered up his identity, as the participants' teacher (Frankel and Wallen, 1990; p. 369).

The status of participants' teacher gave the researcher full control in the classroom. He was not only able to analyze the academic progress of each student, but also notice students' reactions toward the learning process by observing the students directly. Every meeting would be held in an hour. In a week, there were three meetings.

Everything that happened in the classroom was recorded by the researcher. When something had happened but it was not observed, he was able to see it repeatedly and made sure that things were well documented and observed. Yet, Alwasilah (2003; p. 155) reminds researcher that when he or she taped things around the classroom that the tendency of participants' disturbed behavior would likely to occur. To overcome this issue, the recorder was hidden to avoid this disturbance. In this fashion, students acted naturally.

The data from observation process were not only recorded in a camcorder, but also documented in observation sheet. The observation sheets and the records were analyzed to reveal what type of speaking occurred in the lesson using Brown's framework and to figure out the students' responses towards the implementation of the interactive teaching media.

There were two observation sheets used in this research. The first observation sheet consists of indicators that teacher would like to know when the interactive teaching media was undertaken in the classroom, in other words, this

observation sheet was used to know children response and effect towards the implementation of the interactive teaching media.

No.	Observed Aspect	Yes	No	Comment
Effects on Children				
1.	The students do the teacher's instructions			
2.	Children can imitate words from the video			
3.	Children can imitate phrases from the video			
4.	Children can imitate sentences from the video			
5.	Children's pronunciations are acceptable they imitate the language from the video			
6.	Children's intonations are acceptable when they imitate the language from the video			
7.	Children focus themselves on the given task			
8.	Children finish the given task easily			
9.	Children use the utterance in the video outside the classroom			
10.	Children can contextually use the utterance			
11.	Children can respond teacher's questions regarding the video			
12.	Children are willingly volunteered on the teacher's questions			
13.	Children can initiate language utterances			

Table 3.2. The observation sheet to know students reaction and response towards the implementation of the interactive teaching media.

The second observation sheet was used in order to know the speaking type occurred in the classroom. It was not all students' language utterances could be documented directly while the lesson was being commenced. Thus, the lessons were recorded then it was re-played to find out the undocumented students' language utterances.

Observation Sheet

Activities	Effects on Children / Children's Behavior	Language Utterance/Production
Pre-activity - Review - Apperception		
Whilst-activity - Watching Video - Given Task		

Pre-activity - Answering questions	teacher		
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Table 3.3 *The observation sheet II* to know students' type of speaking based on Brown's type of speaking.

Further analysis of these observation sheets are discussed in the Fourth Chapter.

3.4.2. Interview

"How people make sense out of their lives is a major concern to qualitative research" (Fraenkel and Wallen, 1990; p. 369). The purpose of interview is to gather data that are not able to be collected through observation. Alwasilah (2003; p. 154) affirm that through interview, a researcher is able to obtain an in-depth understanding about a phenomenon happened because he (1) can paraphrase the question if the interviewee does not understand it; (2) can ask a follow-up inquiry; (3) can make the interviewee keeps talking because interviewee will talk if he or she is being asked a question; and (4) can understand about things that had happened to the interviewee in the past and his or her aspiration in the future, then decide why particular behavior occurs.

The interview in this study was addressed to all students to discover and their response regarding the interactive teaching media. This was also conducted to confirm the students' behavior in the research.

The results of the interviews were recorded via a recorder because not all things that the interviewees said were captured during the interviews. Moreover, it was conducted to make it easier in analyzing what they had said and in making

conclusion. Then, the transcriptions were made based on the interviews and the result was analyzed. The objectives of the interview were to perceive students' response towards interactive teaching media. Moreover, it was used to confirm students' language utterances or behavior in order to know what actually happened in the classroom during the lesson

3.5. Collecting Data Procedures

In collecting data, some stages are applied in this study. The stages are as follows:

- a. Finding out some theories and concepts related to the research: young learners' characteristics at beginner level, speaking activity to young learners, interactive teaching media
- b. Selecting students from EYL beginner class as participants.
- c. Preparing observation sheet and questions for the interview.
- d. Selecting "English Time" as the video to be given to the students because it is rich of language chunks, songs, movements, and real and imaginary colorful characters.
- e. Observing students' progress focusing on their oral production, classroom management, pronunciation, and motivation.
- f. Evaluating students' responses.
- g. Interviewing students to elaborate their response and to confirm what actually happened.

- h. Analyzing the obtained data by referring to theories.
- i. Making displays in order to interpret the obtained data.
- j. Interpreting the data and making conclusion based on the obtained-data.

3.6. Analysis Procedure

The obtained data from the study were analyzed by descriptive qualitative data analysis. As Miles and Huberman (as cited Santi, 2009) exclaim that when a study uses descriptive qualitative data analysis, then the researchers are able to utilize parallel flows of activity: data reduction, data display, and conclusion drawing in analyzing the data.

3.6.1. Data Reduction

In this study, the data were collected from the observation sheets and the interviews recording. The data were selected, focused, simplified, abstracted and transformed. Even when the data had not fully completed, the data reduction processes were executed. It was conducted in order to obtain clear pictures about what truly happened during the study. Moreover, it was easier for researcher to gain further data and find another needed data.

The obtained data were intended to answering the research questions. Therefore, they were coded into several categorizations based on the research questions or problems: (1) the implementation of watching video instruction for

beginner students of an EYL class; (2) the occurrences of speaking type during the lesson; and (3) the students' response towards this media.

3.6.2. Data Display

Graphs, charts, table, matrices, diagram, flowchart, network and other kind of visual representations are kind of data display that is commonly used in qualitative study (Alwasilah, 2002; p. 164). Miles and Huberman (quoted by Santi, 2009), however, for qualitative study, states that the most common data display from the past has been extended text.

In presented study, the written-up notes field would be displayed in the form of an extended text, table, and graphs to simplify the description of the implementation of interactive teaching media in the beginner grade students of an EYL class.

3.6.3. Conclusion Drawing

Interpretations on the data were made after reducing and displaying the data from observation sheets and transcription of the interviews. Ultimately, when the interpretations of the data were through, conclusions related to the research questions; (1) the implementation of watching video instruction for beginner students of an EYL class; (2) the occurrences of speaking type during the lesson; and (3) the students' response towards this media were drawn. In addition, in the last chapter, recommendations for further research would be presented.

3.6.4. Testing the Validity

Cronbach (in Alwasilah, 2002; p. 168) states that “*validity depends not only on the data collection and analysis, but also on the way a conclusion is stated and communicated. Validity is subjective rather than objective.*” Alwasilah (2002; p. 69) asserts that validity is the honesty and the truth from descriptions, conclusions, explanations, interpretations and any kind of report. Thus, validity is used to examine the trustworthiness of the data.

In this study, several strategies were used to test the validity and to construct trustworthiness.

a. **Triangulation**

Triangulation was applied in this study to analyze the obtained data from the observation and interview. The rationales of using triangulation were to gain as many data as possible and to avoid bias data. Alwasilah (2002; p. 150) exclaims that a bias in a datum can be counterbalanced by another datum from another sources or method of data collection.

The data were collected through two ways, as mentioned previously, participant observation and interviews. Participant observation was conducted when the learning process conducted. Then, events or language production during the lessons were documented in an observation sheet. Moreover, it was recorded to be re-listened in case there were events that happened but overlooked by the researcher.

To evade bias data, the gained data from observation sheets were associated with the information gathered from the interviews.

b. Feedback

The necessity of feedbacks was to avoid researcher's bias assumptions and interpretations and to identify the threats of the validity from a neutral and impartial party. Requesting feedbacks, comments and critiques from others are important to recognize threats to the validity and to detect logical weakness of one's research (Alwasilah, 2002; p. 176-177). Additionally, he adds up that feedbacks can come from experts of the study, supervisors, peers and people who understand and are directly related to our research.

In this research, feedbacks arrived from people who understand the research, such as, supervisors and experts, and from people who understand the setting or situation of the research very well. Hence, the comments, feedbacks and critiques came from the supervisors, experts and from researcher's peers.

c. Member Check

Feedback that comes from the participants and interviewees, which were very crucial, were called member check. Alwasilah (2002; p. 177-178) proposes three advantages of the use of member check technique. Those advantages are (1) to avoid misinterpretation towards

participants' answers during the interview; (2) to evade misunderstanding concerning participants' behaviors and attitudes throughout observation; and (3) to confirm participants' point of view toward regarding the ongoing process.

There were two ways of member checks conducted in this research. The first way was every lesson member check. This was undertaken to confirm and re-confirm to the students regarding the situation, language utterances, and responses or reaction happened in the classroom. The second way was conducted after completing the analysis of the observation sheets and interviews. Afterward, the results of the analysis were reconfirmed to the participants and interviewees in order to gain the validity of the data. Furthermore, the different assumptions were changed and adjusted, corrected, added and even omitted on the basis of reconfirmations from the participants.