

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides a discussion on the methodology employed in conducting the research. The description and account below involve: research design, sample, data collection and data analysis.

3.1 Research Design

This study was guided by qualitative approach and descriptive method, as the aim of this study was to reveal the techniques applied and the materials employed in the teaching learning process. Croker and Heigham (2009) describe the qualitative research focus on the participant and the phenomenon. Meanwhile, Verma and Beard (1981:58) conclude the process of descriptive research goes beyond mere collection and tabulation of factual data.

3.2 Population and Sample

Govil (1984: 96) defines population as the aggregate, or totality of all the individual items about which information is required, and to make the data more accurate. Since a population commonly contains too many individuals to study, an investigation is often limited to one or more samples drawn for it. Hannagan (1982:43) points out a sample is anything less than a full survey of a population; it is usually thought of as a small part of the population, taken to give an idea of the quality of the whole. Sampling was undertaken in the research because as cited in Hannagan (1982) sampling is cheaper and more effective to collect information than in a full survey.

The samples of the research were two students from first grade and two students from second grade at bilingual school, both of girls and boys. In the research, two English teachers of bilingual school became respondents as well. The respondents were chosen as representation sample for every grade at bilingual school in Bandung and they were chosen purposively considering the variation of gender (male and female) and the difference of class (first grade, second grade). A simple random sample was selected for the research because it gave every possible sample (of that size from that population) the same chance of the selection. There is no reason why any one set of units should be selected rather than any other (Stuart, 1976). Clarke (1980:3) also defines a random sample as one in which every member of the original population has an equal chance of appearing.

3.3 Data Collection

According to Mertler and Charles (2008) qualitative research try to document the obtained data carefully, and the obtained data would be mostly verbal, acquired through observation, notation, and recording. Hence, observation and interview were employed in the research.

3.3.1 Observation

Observation was the main technique conducted by the researcher in this study. The first purpose of the observation was to see how the techniques applied. It covered the aspects of techniques applied than follow by the activities presented in learning English activities. The second purpose was to see how the material developed by the English teacher during teaching activities. The observation was conducted in four classrooms for eight meetings. Hannagan (1982:36) points out that participant observation in which the observer becomes a participant in the activity being

observed. This study applied unparticipant observation in which the researcher does his role as an observer and not involve in the activity being observed because the purposes of the research above. The researcher employed video recorder to observe teaching learning process at bilingual classroom, and then the recorded videos were transcribed.

3.3.2 Interview

Another form of qualitative data analyzed by the researcher was interview. The interviews were administered two English teachers and four students in bilingual school. Bogdan and Biklen (2007) define the interview as a purposeful conversation between two people or more in order to get the information from the other. The interview may serve three purposes (Cohen and Manion, 1994). First, it may be used as the principal means of gathering information having direct bearing on the research objectives. Second, it may be used to test hypotheses or to suggest new hypotheses. Third, it may be used in conjunction with other methods in a research undertaking. In this connection, it might be used to validate the method and go deeper into motivations of respondents. The interviews were conducted by using tape recorder, as recommended by Mertler and Charles (2008). They state long interview are difficult to recapture fully. Then the recorded speeches were transcribed into written form. It was used for ferventing the observation in the research and finding the reasons for choosing the techniques and materials used in the classroom.

Table 3.1

The interview for English teachers

Component	Indicators	Questions
1. Teachers	Experience	1. How long have you

		<p>been teaching in this school?</p> <p>2. Besides teaching in this school, do you teach or have you ever taught in other institution?</p>
	Skill	<p>1. Where did you graduate from?</p> <p>2. What kind of English language course have you ever attended?</p>
2. Approach		<p>1. What is the approach applied in this school?</p> <p>2. Do you think that the approach is good or suitable for your classes/ students?</p>
3. Syllabus		<p>1. Do you design the curriculum?</p> <p>2. Does this school use special curriculum?</p> <p>3. What is the content of syllabus?</p>
4. Methodology		<p>1. What is the technique applied in the classroom?</p> <p>2. Is there any techniques that you usually use?</p>
5. Material		<p>1. What material do you</p>

		<p>employ in the classroom?</p> <p>2. Who develops the material?</p> <p>3. Do the students have textbook?</p> <p>4. Do you have any material beside textbook?</p> <p>5. What consideration do you take in choosing those material?</p>
<p>6. Student's Achievement</p>		<p>1. What did you do to assess the students?</p> <p>2. What achievement do you expect from the students in learning English language?</p> <p>3. How is the result?</p>

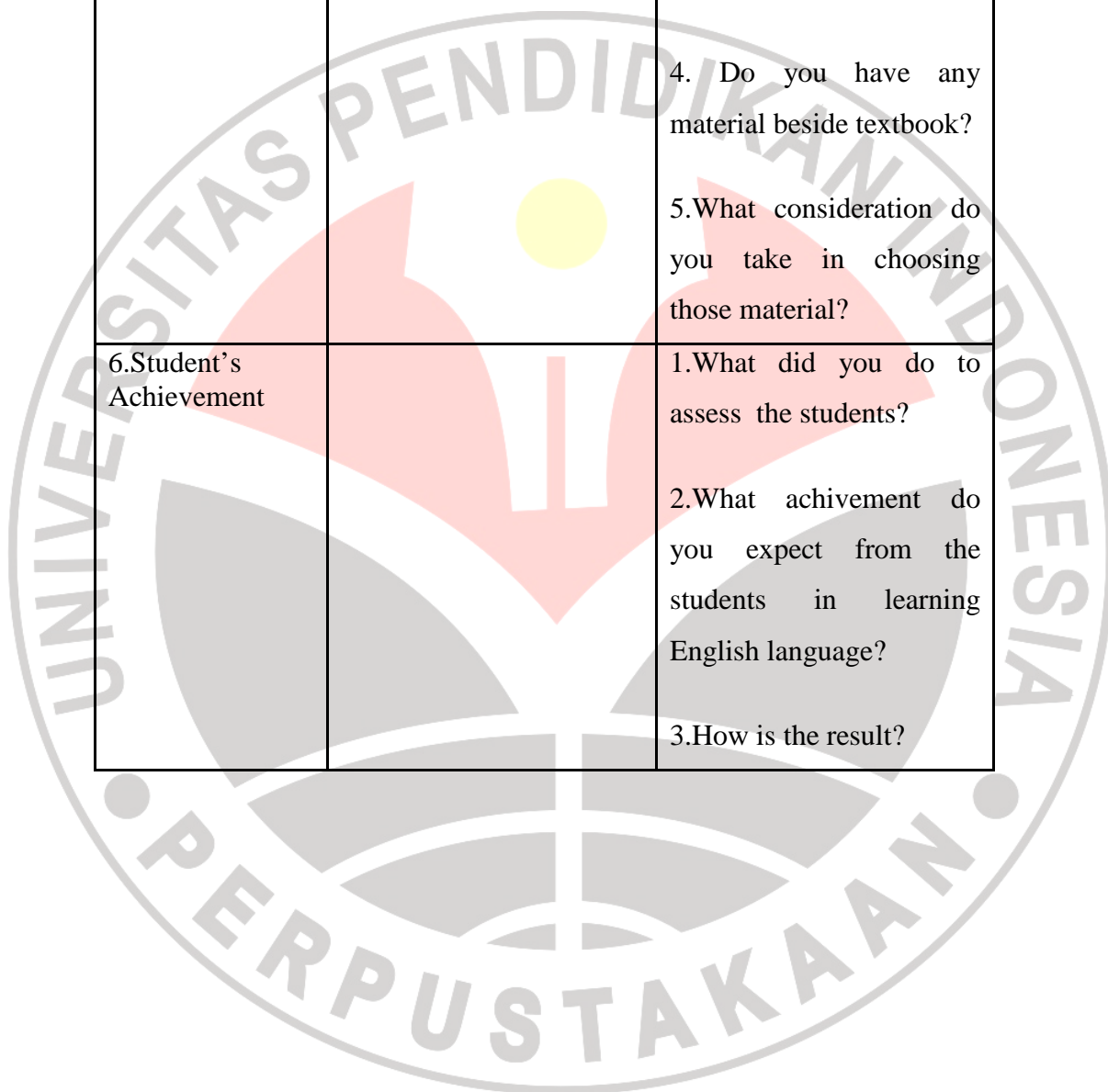


Table 3.2

The interview for students

Component	Indicator	Questions
1. Student	Background	1.What is your name? 2.How old are you? 3.Where is your former school? 4.Why did you choose this Bilingual Boarding School? 5.Do you like English subject?
2.Teaching Process	Technique teaching	1.What is the technique applied in English subject classroom? 2.How do you feel with that technique? 3.What kind of technique do you like most? 4.Do you think this technique help you to understand the material?
	Material	1.What do you think about English subject material?

		<p>2. Do you have text book?</p> <p>3. Beside textbook, what kind of material do you get from your English teacher?</p>
	Evaluation	1. How about the score you got from your test?
3. Student's Experience	Competition	1. What do you think about competition in this school?
	Teacher	<p>1. What do you think about the teachers?</p> <p>2. Do you think your English teacher gives you big chance to develop your English language skill?</p>

3.4 Data Analysis

Crocker and Heigham (2009) point out that qualitative research mostly focuses on understanding the particular and the distinctive. Understanding is acquired by analyzing many contexts of the participants and by narrating participants' meaning for these situations and events. The researcher concluded that data analysis was intended to organize the data. The data gathered were many and consisted of observation and interview.

Since this study used descriptive method as mentioned previously, the obtained data were analyzed qualitatively. It means that the data were recorded, transcribed, and concluded respectively. In recording the teaching learning process, the researcher recorded and watched them several times before analyzing the finding. Video recorded and the recorded interviews were converted into written form.

