

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter elaborates some methodological aspects of the study which plays a very important role. It is a basic for systematic research process. It includes method of the study, site and participant, data collection methods, data analysis methods, and ends with validity and reliability of the study.

#### **3.1 Method of the Study**

This research employed qualitative method that used case study approach suggested by Creswell (2008) since the study was aimed to understand a phenomenon in depth. The result was relied on the view of participants; asked broad; general questions; collected data consisting largely of words of text from participants; described and analyzed these words for themes. It attempted to understand and investigate strategies used by teachers in encouraging young learners' participation as well as encountered problem and follow up strategies applied by the teachers. Meanwhile, the use of case study approach based on the reason this study tried to find out of a description an entity and the entity's action (Thomas, 2003). Frequently, it also offer explained of why the entity acted as it did. Entities that are the focus of case studies can be of various sorts, such as individuals, groups, organizations, or events. In this study, the entities were two English teachers of an ISO standardized

English Course in Bandung. Departing from the aforementioned theory that this study was conducted to also explore what the entities did, in this case, what the teachers did in encouraging their young learners' participation.

In this qualitative study, the data were collected, coded and classified into some categories. Finally, they were analyzed and interpreted using some related theories to get some findings before arriving to a final conclusion of the study.

### **3.2 Site and Participants**

In a qualitative study, sites and participants were selected in purpose (Creswell, 2008). This study involved 2 teachers of English for young learners in an ISO standardized English Course in Bandung. They are Mrs. A and Mrs. B. The selection of the sample in this study was based on the recommendation and willingness of the teachers to be observed. The teachers are non-native speakers of English. They teach several hours per week in this institution. The course was selected since it was internationally qualified with ISO certificate which indicated the high quality of things related to teaching and learning, especially the teachers.

### **3.3 Data Collection**

The collection of data is an extremely important part of all research endeavors, for the conclusions of a study are based on what the data revealed. As a result, the kind of data to be collected, the method of collection, to be used, and the interpreting of the data need to be considered with care (Fraenkel & Wallen, 1990). In case study, data are gathered in various methods. This study used two methods as follows:

#### **3.3.1 Observation (Videotaping)**

Observation means gathering information by means of observing that involves watching and/or listening to events, than recording what occurred (Thomas, 2003). Observation can be either direct or mediated. This study employed a kind of mediated observation when the researcher sawed and heard a reproduction (videotape) on earlier event. Videotaping was also used in order to avoid a missing part of observations since it can catch and capture the whole activities and situations happened at certain time.

This study also adapted several steps suggested by Creswell (1998). First, I selected a site to be observed (two elementary classes at the English Course), Then, I identified who or what to observe (the two teachers and their activities). I also designed an observational protocol as a method for recording notes in the field and recorded aspect such as portraits of the informant; the physical setting; particular

events and activities, and finally slowly withdrew from the site. This study applied eight times of observations, four times were to observe Ms. A, who taught young learners in Elementary A Class and four times were to observe Ms. B who taught young learners in Elementary B Class.

In order to observe and investigate strategies that were employed by the teachers in encouraging learner's participation, the study completed observation framework proposed by Steinert & Snell (1999). The observation framework focused on investigating strategies in encouraging learners' participation and the learners' participation. The observation framework can be seen as follows.

**Table 3.3.1.1**

**Steinert & Snell's Observation Framework**

Teacher's Strategies	Learner's Participation

(adapted from Steinert & Snell: 1999)

Meanwhile, in order to find out the details of learners' participation, the study also tried to find out kinds of learners' participation in terms of three kinds of

interactions as suggested by Moore (1989). This decision was made by considering that teacher's strategies can be considered effective when they get learners' participations through interactions. Accordingly, the observation framework was made by adding three detailed columns under learners' participation from the previous observation framework (Table 3.3.1.1), namely LC to show interaction of learner to content, LL to show interaction of learner to learner, and LT to show interaction of learner to teacher. The used observation framework can be seen below.

No.	Kind of Strategies	Learners participation		
		LC	LL	LT
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

### 3.3.2 Interview

Interview means involves a researcher orally asking questions for individuals to answer orally. Interviews traditionally have been conducted face to face and one to one, with the researcher speaking directly with one interviewee at time (Thomas, 2003). Thomas also states that interview is a data collection method that can serve different purposes. Through interview, the researchers may investigate participants' background, reported behavior and also opinions and attitude about various aspects of language learning. Thus, this study employed this kind of instrument in order to investigate teacher's inner thoughts toward the strategies used by them in encouraging young learners' participation, what problems they encountered, and what follow up strategies they used to deal with the encountered problems. This study used the traditional one and semi structured design when the interviewer can ask additional questions when it is needed.

This study also employed several steps to conduct an interview as suggested by Creswell (1998). It covered identifying interviewees based on the purpose (the two teachers), determining what type of interview is practical and will net the most useful information to answer research questions (semi structured interview), using a tape recorder, designing the interview protocol (it can be seen in appendices), determine the place for conducting the interview (in the classroom), obtaining consent from the interviewee to participate in the study.

### **3.4 Data Analysis**

Analyzing qualitative data requires understanding how to make sense of text and images in order to form answers to our research questions. In this study, I applied six steps involved in analyzing and interpreting qualitative data suggested by Creswell (2008), they are:

#### **3.4.1 Preparing and Organizing Data**

All of the observations were videotaped, but only the selected data would be analyzed. The interview was transcribed into file type to make it easier to be explored.

#### **3.4.2 Exploring and Coding the Database**

After organizing the data from observation and interview, the process continued to explore the whole data to find the parts related to study in order to answer the research questions. Then, the data was coded as the process of segmenting and labeling text to form descriptions and broad themes in the data.

#### **3.4.3 Describing Findings and Forming Themes**

The result of coding was continued by forming themes. Themes (also called categories) are similar codes aggregated together to form a major idea in the database. It was done by examining codes that participants discuss frequently, are unique or surprising, have the most evidence to support them, or are those the researcher might expect to find when studying the topic.

#### **3.4.4 Representing and Reporting Findings**

After forming themes, the findings were represented and reporting. The report was presented in narrative discussion, a primary form for representing and reporting findings in a qualitative research

#### **3.4.5 Interpreting the Meaning of the Findings**

Interpretation involves making sense of the data, or the “lesson learned” as described by Lincoln and Guba (1885, cited in Creswell 2008). Interpretation in this study means that the researcher stepped back and form some larger meaning about the phenomena based on my personal views.

#### **3.4.6 Validating The Accuracy of The findings**

After being interpreted, the findings were validated. Validating finding here means that the researcher determined the accuracy or credibility of the findings through checking.

#### **3.4.7 Data Reduction**

Data reduction means reducing the non-related data for answering the research questions. Data reduction helped to focus on the aim of the research.

#### **3.4.8 Data Display**

Data display means taking the reduced data and displaying it in an organized, compressed way so that conclusion can be more easily drawn. Since this study used qualitative design, data display was displayed in narrative sentences and selective transcripts



### **3.4.9 Conclusion; Drawing or Verification**

The collected data was specified in patterns, which were differences and similarities of the teachers' strategies and its explanations. It was also classified based on research questions,

### **3.5 Reliability and Validity of the Study**

The collected and analyzed data need to be validated in order make sure that the findings and interpretations were valid. As suggested by Creswell (2008), that validating findings is important to be conducted by the researcher by which the researcher determines the accuracy or credibility of the findings through some strategies. Furthermore, he explained three strategies which were typically used in qualitative research as follows.

The first strategy was by conducting triangulation. Creswell (2008) stated that the process of triangulation is by corroborating evidence from different individuals, types of data, or methods of data collection.

Second, member checking was another strategy that can be employed to validate the findings of the study. Through this strategy, the researchers check their findings with participants of the study to determine if their findings are accurate.

Last strategy was by having an external audit. By this step, the researchers ask the person outside the project to conduct a thorough review of the study and report back, in writing, the strengths and weaknesses of the project.

However, to meet the reliability and validity, the study only perceived two among three strategies that have been mentioned above namely triangulation and external audit. Triangulation was conducted by corroborating evidence from types of data of the study namely field notes and interview transcriptions. Meanwhile, the external audit was also applied by asking for feedback from supervisors and proofreaders.

