

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the research methodology which has been briefly introduced in chapter I. It also describes the procedures and sequences involved in this research. In detail, this chapter explains research problem, research design, research site and participants, data collection techniques, data analysis and reliability and validity of data.

3.1 Research Problem

The research was conducted to investigate the use of rewards to motivate young learners in learning English at an elementary school in Eastern Bandung. The problem to be investigated is formulated into two research questions as follows:

1. How do the students respond when getting the rewards?
2. What kinds of rewards are used by teacher in teaching young learners?

3.2 Research Design

Actually, this study was guided by a qualitative approach with descriptive research in particular. This study is aimed at describing the use of rewards to motivate young learners in learning English and to seek students' response to those activities. As suggested by Alwasilah (2002), this design is used because it

describes the characteristics of object-study. In this case, the study describes how the students' responses and what kinds of rewards used by the teacher.

3.3 Site and Participants

The research was undertaken in *SD Negeri Panyileukan 1* located at Komplek Bumi Panyileukan, Kecamatan Panyileukan Kota Bandung. The selection of the school as the research setting was based on the reason that the school was relatively accessible, both administratively and in term of distance. The participants of the study were an EFL teacher and 30 students of fifth graders in that school who were Indonesian native speakers. The teacher was chosen for the reason that she has been teaching young learners for nine years. She has been teaching in all levels, started from the first grade to the sixth grade in that school. Thus, it was considered that she had long experience in teaching young learners.

3.4 Data Collection Techniques

The data which used in this study were gain through two forms; observation and interview. In addition, through observation, the teacher could observe implicit understanding, how theory in use, and respondents' point of view (Alwasilah, 2002: 155).

Then, the interview is used as an additional way in gaining deeper information about something (Alwasilah, 2002, p.154). Each technique of data collection is described below.

3.4.1 Classroom Observation

According to Alwasilah (2002), observation is a systematic and planned monitoring conducted to get data in which the validity and reliability of the data are controlled. The observation was conducted in the fifth grade class. Classroom observation was conducted in order to identify the use of rewards in improving young learners' motivation to learn English. The nature of observation in this study was non-participant observation. Fraenkel and Wallen (2008: 439, in Sugiyono, 2008: 227) states that non-participant observation belongs to a condition when the researcher is presented at the scene of action but does not interact or participate. In the research, the researcher only observed what happened in the classroom. The table below explains the schedule of observation and its contents.

Table 3.1

Table of the schedule of observation

Date	Activity
13 September 2012	Recording the classroom activities
20 September 2012	1. Recording the classroom activities 2. Recording the interview to students and teacher

The observation was conducted in two meetings in order to gather more data that would be useful for the study. Most of the observation sessions were documented as videos so that the situation could be watched several times during the process of data analysis of observation. Moreover, Alwasilah (2002: 157) agrees that the transcription was also used in the research to understand how respondents organized their perspectives. In this study, the recording was

converted into video transcriptions. The transcripts of the video recording were analyzed to see how the students' responses toward the rewards given by the teacher and what kinds of rewards used by the teacher in the classroom.

1.4.2 Interview

The second technique employed in data collection of this study was interviewed. It was conducted in order to get in-depth information from the participant (Alwasilah, 2002).

The interview was conducted after doing the classroom observation. It was administered in a form of semi-structured interview since there might be some possibilities from the teacher to answer the question out of the context. The semi-structured interview is also called an in-depth interview where the questions are prepared before the interview but there are possibilities for new questions to come up during the interview (Sugiyono, 2008). In an in-depth interview, the researcher can gain more information about the topic than the structured interview (Alwasilah, 2002). The interview consisted of several questions for students related to their response by using rewards and the teacher perception about rewards.

There were only three students interviewed. They were one student who got the highest score, one student who got a middle score, and one student who got the lowest score in their class. The researcher assumed that three students represent all members of the class. The three students who are involved in the interview, were chosen based on the score they get. The researcher also interviewed the teacher to get more detailed information.

After the interview established, it was directly transcribed and then given back to the respondents to make *member-checking* whether the answer was in conformity with the conditions of the respondent or not. This was done to avoid misinterpretation between the researcher and respondents.

The questions in the interview were delivered in *Bahasa Indonesia*. It was aimed to avoid misunderstanding and to make it easier for the participants to answer the questions. The interview was recorded using a voice recorder.

The questions for interviews, can be seen in the following tables.

Table 3.2
Questions in the Interview to the Students

No	Questions in Interview
1	<i>Menurut kamu belajar Bahasa Inggris itu bagaimana? Cenderung susah atau mudah?</i> (How do you think about learning English? Difficult or easy?)
2	<i>Apakah kamu suka dengan pelajarannya?</i> (Do you like the subject?)
3	<i>Apakah kamu suka dengan gaya guru kamu mengajar?</i> (Do you like your teacher style in teaching English?)
4	<i>Apakah kamu tau apa itu "reward"?</i> (Do you know what reward is?)
5	<i>Siswa yang bagaimana yang biasanya dikasih "reward"?</i> (For whom students the teacher usually give the reward?)
6	<i>Apakah kamu pernah mendapat "reward"?</i> (Do you ever get the reward?)
7	<i>Bagaimana perasaannya waktu mendapat "reward"?</i> (How do you feel?)
8	<i>Kamu lebih senang mendapat "reward" berupa apa?</i> (What reward do you like?)
9	<i>Menurut kamu jika disetiap kegiatan belajar guru memberi "reward" bagaimana?</i> (What do you think if during the lesson the teacher gives reward?)
10	<i>Apakah kamu jadi termotivasi belajar Bahasa Inggris dengan adanya "reward"?</i> (Do you motivated to learn English by rewards?)

Table 3.3

Questions in the Interview to the Teacher

No	Questions in Interview
1	<i>Apakah anda selalu mempunyai persiapan sebelum mengajar?</i> (Do you always have preparation when you are going to teach?)
2	<i>Persiapan seperti apa yang biasanya dilakukan?</i> (What kind of preparation do you have?)
3	<i>Apakah anda mempunyai masalah dalam mengajar anak-anak?</i> (Do you encounter problems when you are teaching English to young learners?)
4	<i>Masalah seperti apa yang ditemui dalam meningkatkan motivasi siswa?</i> (What problems do you encounter in improving the motivation of young learners?)
5	<i>Apa yang anda lakukan dalam memotivasi anak ketika belajar di dalam kelas?</i> (What do you usually do to motivate them to learn English in the class?)
6	<i>Apakah anda pernah menggunakan "reward" dalam mengajar?</i> (Do you ever give some rewards in your Teaching-Learning Process?)
7	<i>Jenis "reward" seperti apa yang biasanya anda berikan?</i> (What kinds of rewards that you usually give to your students?)
8	<i>Kenapa anda memberikan "reward" itu?</i> (Why did you use those rewards?)
9	<i>Bagaimana dengan respon siswa?</i> (How the students responses?)
10	<i>Apakah menurut anda "reward" dapat memotivasi siswa dalam belajar?</i> (Do you think that giving rewards can motivate students?)

3.5. Data Analysis

Bogdan (1975, as cited by Sugiyono, 2008:334) states that data analysis is a process of systematically searching and arranging the interview transcript, notes, and other materials that this research accumulate to increase the understanding of them. Based on the data collection, the study analyzed the data using descriptive qualitative analysis by Miles and Huberman (1994) which consists of three concurrent activities: data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

The information obtained was reduced to classify the data that were really appropriate to the purpose of the research so that the research questions could be answered. In data reduction step, the data from classroom observation were selectively analyzed to find the important points related to the study. Meanwhile, the data from the interview were transcribed to find out the students' responses and to find out the rewards used by the teacher in the classroom activities

After the data were reduced, the *main data* that would help to answer research questions, namely the students' responses toward the rewards given and the kinds of rewards used by the teacher, were obtained. This data were then displayed for analysis.

2. Data Display and Analysis

The data from observation and interview were displayed in the form of narrative text and tables. As Miles and Huberman (1994) states, narrative text is the most common form to be used in displaying data in qualitative studies. The data were displayed and analyzed at the same time to facilitate an easier reading of the data and analysis. The table below displays about the classification of reward that used in classroom activities.

Table 3.4

The Kinds of Rewards in Classroom Activities

Reward	Tangible/Intangible	Verbal/Action

3. Conclusion Drawing

Descriptive method was used in the third step of analyzing the qualitative data. It was to know the students' responses to the rewards and kinds of rewards the teacher used. The collected data were classified based on the research questions. The research questions would be answered through the conclusion from the data display of two data collections and would be elaborated in the next chapter.

3.6 Reliability and Validity of Data

In conducting qualitative research, the researcher was aware that there might be biases and reactivity. Moreover, to avoid the two threats, the researcher tried to make the data valid and reliable with the following ways:

3.6.1 Member Checking

A member checking was applied in this research to validate the findings. The member checking is a way to receive feedback from informants (Creswell, 1994) to know how far the data gained in the findings is appropriate with the data from informants (Sugiyono, 2008). To Alwasilah (2002), member checking is employed in order to (1) prevent misunderstanding toward the respondents' answer in an interview, (2) prevent misunderstanding toward respondents' behavior during observation, and (3) confirm respondents' perspectives toward what was happening. To prevent all misunderstandings, the researcher asked the respondents especially the teacher, to check the transcripts and interpretation of the data in order to enable the researcher to achieve validity of the research.

1.6.2 Rich Data

To get the rich data, the researcher made a complete transcription of the interviews. It was useful to enrich the interpretation of the data. Maxwell (1996, cited in Alwasilah 2002:178) proposes that the purpose of rich data not only as evidences resources of supporting conclusion but also as a test for theories being developed.

1.7 Concluding Remarks

This chapter has discussed the methodology of the study in details in order to reveal how the students' responses toward the reward given and the kinds of rewards used by the teacher. A qualitative descriptive design was used in this study. The data was collected through observations and interview. Data analysis of this study consisted of data reduction, data display and conclusion drawing.