

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

To discover how the media used by the teachers, problems faced by them in using media, and how they solved the problems, this research used case study design. Consideration in choosing case study as research design was because the study intended to capture certain phenomenon and real situation existed in elementary schools. Moreover, researcher in this study examined the phenomenon without any control and involvement over it. Yin (2002, p. 1) argues that case study method is “preferred strategy when ‘how’ or ‘why’ questions are being posed, when investigator has little control over events and when the focus is on a contemporary phenomenon within some real-life context.”

To be more specific, this research was a descriptive case study. Descriptive case study is a type of case study which is used to develop data that describe clearly the complexity of an experience (Stake, 1995). In addition, the qualitative method was employed to describe data which are obtained by two techniques in collecting data which comprised observation and interview. And after collecting data, data were analyzed to answer the research questions stated.

#### **3.2 Research Site and Participant**

The study was conducted in three different elementary schools in Kuningan, West Java. For the reason of confidentiality, the selected schools were

labeled as School A, School B, and School C. The selection of the setting was based on several reasons. The first one is level of accreditation. The schools had different level of accreditation from National Accreditation Agency. School A has not got accreditation level yet, School B got “B” level of accreditation. Meanwhile, School C got accreditation level “A”, which is the highest level of accreditation. This information was taken from Education Office (*Dinas Pendidikan*) Kuningan.

Second reason in choosing these schools is the location. The schools were located in three different areas in Kuningan. School A was located in suburban area, School B was in rural area, while School C was in downtown area. Although the schools were scattered in three different areas in Kuningan, fortunately they were still accessible from researcher location, so it did not hamper the researcher to conduct the research.

Each of schools had different facilities. In school A, instructional media provided in the classroom was only two whiteboards. There was no picture hanging on the wall which can be used for the learning. Meanwhile, students’ seating arrangement was made classically. The wooden desks were lined up and the students sit on the wooden chairs behind each desk. The classroom contained 16 desks and they were shared by one or two students. It is due to the number of students which was only 17 students.

On the other hand, School B had sufficient instructional media provided by the school. VCD player and LCD projector were available in the school and they could be used by the teacher in the classroom for teaching learning activities.

Meanwhile, the classroom was equipped by one whiteboard and one blackboard. However, similar to School A, there was no picture which can be used for English teaching learning. As the other elementary schools, the seating arrangement was in classical way, in which the desk and chairs was lined up into several rows. In School B, the students were in a huge number. The class contained 44 students, so each desk was shared by two or three students.

The last was School C. Although this school had the highest accreditation level, it had no big difference compared with the other two schools in this study. The instructional media available in the class was whiteboard and cupboard containing books and supply of markers. In the classroom, there was also hanged a poster – about parts of body – which can be used in instruction. In terms of seating arrangement, again, the classical arrangement was used in this classroom. Meanwhile, number of the students in school C was less than School B but more than School A and generally two students shared each desk.

The participants of the study were one English teacher from School A, School B, and School C. Requirement for the teachers which were involved to be participant is using media in teaching English. It is due to purposes of the study which is to find the utilization of instructional media by the teacher. Besides using media in teaching learning activities, there is no other requirement for the teachers in this study.

In this study, the teachers were labeled T1, T2, and T3. T1 referred to the teacher in School A, T2 for the teachers in School B, and T3 for the one in School C. The further information about the teachers described as follow:

### 1. Teacher 1 (T1)

Teacher 1 was female. She studied in English Department in one university in Cirebon and got her undergraduate degree in 2005. She began to teach English in elementary school was in 2004, before she graduated. Before teaching in her current elementary school, she taught in three different schools. Therefore, she had 7 years teaching experience to young learners. Meanwhile, her status was still honorary teacher.

### 2. Teacher 2 (T2)

Teacher 2 was male. Like T1, T2 also was graduated from English Department but in different university. He studied in one university in Kuningan. His teaching experience started from his 6<sup>th</sup> semester in 2008 in current elementary school –School B. Thus, he had been teaching for 4 years. As teacher 1, his status was still honorary teacher.

### 3. Teacher 3 (T3)

Teacher 3 was male. Different from the other teachers, after graduating from senior high school in 1991, he took 3 month- English course first. However, he took another non-teaching occupation before finally taught English in elementary schools. In 2005, he took D2 degree in English education from one private university in Cirebon. Finished in 2007, he continued his study –still in English department—to get undergraduate degree in one private university in Bandung. Then, after that, he kept teaching in elementary schools. Until now, he had taught formally about 9 years in 3 elementary schools. Meanwhile, his status now was as public servant teacher or *Pegawai Negeri Sipil (PNS)*.

### 3.3 Data Collection

Since it was qualitative study, the researcher used two kinds of instrument, which were classroom observation and interview, to obtain the data. The first instrument was classroom observation. It was employed to attain information about teaching learning activities especially about the teachers' and students' behavior. It was in line with Fraenkel&Wallen (2006) who state that observation is conducted to get more detailed and accurate information of what students and teacher doing in the class than interview does. So, by using this instrument, all of the aspects and details in the lesson can be captured and give a complete information for the researcher.

The observation was non-participant observation. Non-participant observation is where the researcher acts as complete observer who doesn't participate in classroom activities (Fraenkel&Wallen, 2006). The researcher observed and made field notes regarding how the teachers use media in teaching learning activity, what problems that they faced and what strategies the teachers gave to solve the problems in using media.

In addition, observation form and checklist used to facilitate the researcher in observing the teachers. The observation form were used to find out what media are used by the teacher in teaching English and what the teachers used the instructional media for. Meanwhile, checklist was used to identify how the teacher used the instructional media. There were provided several statements regarding the teacher behavior and the instructional media itself. When the teacher showed certain behavior which suitable with any statement, the researcher checked the



statement. Description column also provided in order to allow the researcher write down any useful information from the observation (see Appendix A).

The observation itself was taken three times in each school. The first observation was conducted in fourth grade class, the second one was in the fifth grade class, and the last was in the sixth grade class. There were two main considerations in choosing three different classes to be observed. The first is because the time was very limited. If the researcher chose the same class for three observations, it would take time longer. In addition, each teacher admitted that there would be several events that might probably hamper the research process. Therefore, to make the time efficient, it would be better for the researcher to choose three different classes in each school.

The next reason is based on the teachers' statement that the use of instructional media by the teacher would not be affected by students' grade. In short, it was assumed that the teacher would use, more or less, the same instructional media to those different classes. Thus, by using three different classes, the observations might have the same results as by using only one class for this study.

Another instrument used was interview. Type of interview used was in-depth interview, which is "a type of interview which researchers use to elicit information in order to achieve a holistic understanding of the interviewee's point of view or situation; it can also be used to explore interesting areas for further investigation"(Berry, 1999).

The interview was used to the teachers in formal and informal way. The first interview was used by the researcher to get information from the teacher about the problems in using media and the way to solve them. Meanwhile, the second interview, which was informal, was a tool for researchers to find out planning of the teacher considering material, activities and media that would be used in teaching learning activity. Moreover, it was also to check the information attained from observation, whether or not it was appropriate.

The formal and informal interviews were done in different time. Formal interview was held in a certain occasion after three observations had conducted, while the informal interview was done before and after each observation. Both of interviews used Bahasa Indonesia in order to make the participant relaxed and avoid misunderstanding between the researcher and participant during the interview process. Moreover, the interview processes were recorded by the researcher then the recordings were transcribed.

The questions of the interview were based on the interview schedule which was made by the researcher. However, since it was in-depth interview, the questions could be added and developed as needed. Content of formal interview questions comprised:

1. What preparation does the teacher do before the class?
2. Does the teacher have a special time allocation to prepare instructional media?
3. What kind of media which mostly used by the teacher?
4. Why does the teacher use the instructional media?

5. Are all the instructional media provided by the school?
6. Does the teacher mostly use the instructional media which are provided by the school or self-made?
7. What are the problems faced by the teacher in utilizing instructional media?
8. How does the teacher solve the problems?

And, the content of informal interview before the observation comprised:

1. What is the material of the lesson?
2. What are the activities for the teaching learning process?
3. What are instructional media used for the teaching learning process?

Meanwhile, for the informal interview after the observation, the researcher confirmed information which was taken during the observation.

### **3.4 Data Analysis**

Both of classroom observation and interview produce different kind of data. Field note was the result of classroom observation, while interview script was the result of in-depth interview.

Those data were analyzed in several steps. Creswell (2008) divides the steps into: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper.



In collecting data, the researcher gathered the data from classroom observation and in-depth interview. After that, it was prepared to be analyzed by organizing them into certain classification, for example group of interview data and group of field note. Later on, these data were transcribed. The interview recordings were transcribed into interview script.

Thereafter, the researcher read through the data to get general sense of the data (Creswell, 2008). Then, the data were coded until the researcher found the theme of the data. Finally, after getting the theme, it was interrelated with another theme which, at the end, was used to answer the research question.

After the data have been collected, it was analyzed by researcher. All of the data from observation and interviews were organized in certain way to answer the research questions.

### **3.5 Procedure of the Study**

In conducting the study, the researcher did three main stages of study: (1) preliminary observation, (2) pilot study, and (3) primary study.

Preliminary observation was conducted by the researcher to one English teacher in each of three elementary schools, which became site of this study. The observation was carried out by giving the teachers questionnaire. It was purposed to find out whether or not the teachers use media in teaching English to the students.

Next, pilot study was conducted in an elementary school. This pilot study was aimed to evaluate instrument that had been made by the researcher, whether

or not the interview questions were understandable, whether the questions should be added or reduced, etc.

Last, the primary study was the real study that was conducted by researcher in three elementary schools chosen as sites. In this phase, the researcher obtained the information, which was intended based on the research questions, using observation and interview.

