

CHAPTER III

RESEARCH METHODS

This chapter explains the method of research to answer the statement problems proposed in Chapter I. It consists of research design, research site and participant of the research, data collection, and data analysis. First, research design discusses the method occupied in this research. Second, research site and participant of the research explains the place where the research was conducted and the participant who engaged in this research. Third, data collection gives details about the techniques used in collecting the data in this research. Last, data analysis conveys the procedure used in analyzing the data.

3.1 Research Design

This research used qualitative method in order to answer the research questions because it aims to examine the quality of relationships, activities, situations, or materials which can describe in detail the phenomenon in a particular activity or situation (Fraenkel *et al.*, 2012). Furthermore, in this research, the data were gathered from the participants who have experienced in the process (Strauss & Corbin, 1998 as cited in Fraenkel, *et al.*, 2012). The results of the qualitative research cannot be generalized in a specific context. Even though in particular circumstances, the researcher might generalize their findings. However, their generalization is usually very limited in a scope (Fraenkel *et al.*, 2012).

The case study design was employed in this research. The aims are to investigate specific phenomenon in its real-life contexts and to describe, in detail, the particular of the case (Cohen *et al.*, 2007; Fraenkel *et al.*, 2012). In addition, Nisbet and Watt (1984 as cited in Cohen *et al.*, 2007) states that a case study is designed to point up a more general principle. In this research, individual actors became focus in order to figure out their perspective of events (Hitchcock & Hughes, 1995 as cited in Cohen *et al.*, 2007). Furthermore, Dyer (1995) as cited in Cohen *et al.* (2007)

believes that a case study is detailed and descriptive, with a narrow main point, and also the subjective and objective data were combined in this study.

Additionally, this research employed a descriptive study which is one of types of case study that provided narrative accounts (Yin, 1984 as cited in Cohen *et al.*, 2007) in order to find out the teachers' perspective about using songs in teaching English to young learners (Tse, 2015; Sevik, 2011). It also has its strengths which support the use of the case study. There are the findings can be understood easily by a large audience, they are in a real-life context, and they grasp unique features which might hold the key points to understanding the circumstance (Nisbet & Watt, 1984 as cited in Cohen *et al.*, 2007).

This research was conducted to examine the belief of Indonesian teachers toward songs and to observe the teaching practices which are influenced by the beliefs in teaching English to the young learners in EFL context.

3.2 Participant of the Study

The focal point of this study was an English teacher who had teaching experiences in teaching English to young learners through songs. She is an English teacher at Balai Bahasa UPI Bandung who had teaching experiences regarding teaching English to young learners.

The legitimate reasons on choosing the participant of Balai Bahasa UPI were Balai Bahasa has open access for people who would like to conduct the research and there is a special program for young learners in learning English through songs. Therefore, it assisted the researcher to collect the data related to the teacher's beliefs about pedagogical value of using songs and the teaching practices which were influenced by those beliefs in using songs in teaching a foreign language to young learners.

3.3 Data Collection

The data collection techniques used in this research was collecting teacher's views of teaching English to young learners through songs. In this research, an interview and classroom observation were employed as instruments of data collection in order to meet the objectives of this research.

3.3.1 Interview

In this research, the researcher conducted a face-to-face interview and it was recorded to avoid misleading concepts with both participants in the different place and time. The aim of conducting the interview in this research was to discuss their interpretation of a particular circumstance from their point of view (Cohen *et al.*, 2007). In this case, the participant was asked about the beliefs about the pedagogical value of using songs in teaching English to young learners. Moreover, the participant was asked to answer several open-ended questions regarding teaching English to young learners through songs. The interview was conducted in Bahasa Indonesia since it was purposed to get the information deeply and it gave openness to the participant in answering the questions. The questions comprised the teacher's beliefs towards songs in young learners' context and teaching practices of the teachers in the classroom regarding teaching English to young learners through songs.

3.3.2 Classroom observation

Observation offers an investigator the chances to obtain 'live' data from naturally occurring social situations (Cohen *et al.*, 2007). Robson (2002 as cited in Cohen *et al.*, 2007) says that observation provides a reality check since what people do may differ from what they say they do. Furthermore, observation facilitates a researcher to look over at everyday behavior (Cooper & Schindler, 2001 as cited in Cohen *et al.*, 2007). The methods of observation are powerful tools for increasing knowledge into situations that include both oral and visual data (Cohen *et al.*, 2007). Moreover, Erickson (1992 as cited in Cohen *et al.*, 2007) and Cohen *et al.* (2007) suggest that the observer need to write down details in field notes and to record the circumstances

occurred through audio-visual recording in order to overcome the incompleteness of the observer's view of a single event.

In this research, classroom observation was conducted in three times of the meetings. It spent 100 minutes for each meeting to identify the teaching practices regarding teaching English to young learners through songs. It used a checklist which covered some points like the people in the situation, the sets of acts that are taking place, the specific actions that participant is doing, the sets of activities that are taking place, the goals which people are trying to achieve, and the way how to express the feeling when the teaching and learning process occurs (Spradley, 1980 as cited in Cohen *et al.*, 2007). Additionally, the researcher recorded the physical and contextual setting of the observation, the participant, the time of the day of the observation, the layout of the setting, the chronology of the events observed, and any critical incidents that happened in the classroom (Moyles , 2002 as cited in Cohen *et al.*, 2007).

3.4 Data Analysis

In this research, the data, gained from the interview and the classroom observation, were analyzed descriptively.

3.4.1 Analysis data from the classroom observation

The data from the classroom observation were analyzed through several steps adapted from Dörnyei (2011). There are transcribing the data, analyzing and classifying the data, and interpreting the data.

In the first step, transcribing the data from videotaping and observation checklist and transforming those recording data into a textual form. It described some points such as the physical settings of events, behaviors, activities, and feelings (Spardley, 1980; Bogdan & Biklen, 1992; LeCompte & Preissle, 1993 as cited in Cohen *et al.*, 2007).

The next step is analyzing and classifying. The data from the classroom observation were analyzed and classified into some categories which related to the teacher's beliefs and the teacher's practices. The main theme was about teaching practices which were manipulated by the teacher's beliefs in teaching English to young learners.

In the last step, interpreting the data from the classroom observation to address the research and then drawing the conclusion about the teacher's beliefs which influenced the teaching practices in teaching English to young learners.

3.4.2 Analysis data from the interview

The analysis of the interview was divided into three stages. Firstly, transcribe the data which were gathered from an interview. Then, identify the theme or a coding process the participants' answer regarding their beliefs about the use of songs in teaching English to young learners. After that, describe the data in-depth information about the main points related to the teacher's beliefs about the pedagogical value of using songs in teaching English to young learners and the teaching practices of the teachers related to the beliefs in teaching and learning a foreign language to young learners, specifically in Indonesian context.

In the first stage, the data from the interview were transcribed to assist the researcher to examine the general ideas regarding teaching English to young learners through songs. It involved close observation of the data through listening process repeatedly. The purpose in this process was it allowed the interview to be designed into usable form. Furthermore, the data, which were irrelevant to the research questions, were reduced in order to avoid misleading information.

The next stage, the data were identified with a coding process. Kerlinger (1970 as cited in Cohen *et al.*, 2007) defines coding as the translation of participants' information and responses of the questions to particular categories for the purpose of analysis. Furthermore, another purpose to use the coding process is to create an explanation of the setting or the people as well as categories or themes for analysis

(Creswell, 2004). The categories were related to the teachers' beliefs about the use of songs in teaching English to young learners and the teacher's practices which influenced by the teacher's beliefs in teaching and learning process.

The last stage in this section is data description. The data, which were gathered by conducting an interview with the participant, were described, interpreted, and concluded descriptively. The description and themes about the teacher's beliefs and the teacher's practices were presented in the qualitative narrative to meet the objectives in this research (Creswell, 2004).