

CHAPTER III

RESEARCH METHOD

This chapter presents the procedure of the research that is proposed to achieve the research purposes mentioned earlier. There are five sections that are going to be elaborated in this chapter. The first section is the research question. The second section is the methodology which presents the method used and how the research was carried out. In the third section, the data collection, such as research site and the participants involved in the study will be elaborated. The fourth section will be the data collection and the instrument applied in the study. The last but not least section is the clarification of terms.

3.1 Research Question

As mentioned earlier in the chapter one, this study aims to investigate the role of L1 in the EYL classroom. Then, this study aims to find out to what extent Bahasa Indonesia is used in EYL classroom. Therefore, to meet these two purposes, two research questions are proposed by the writer. They are;

1. What is the role of Bahasa Indonesia in EYL classroom at an elementary school in Bandung?
2. What are the perceptions of teacher and students about the role of Bahasa Indonesia in the EYL classroom?

3.2 Methodology

3.2.1 Research Design

The study would use qualitative method of data collection in order to meet the objectives of the research. Kumar (2014, pp. 132-134) states that qualitative research refers to research study where the researcher intends to explore, discover, explain, and understand situations, perceptions, attitudes, values and beliefs, and experience of a group of people. Moreover, Golafshani (2003) in Nitiswari (2012,

p. 30) stated that “qualitative research uses a naturalistic approach that seek to understand the phenomena in context-specific setting or real world setting where the researcher does not attempt to manipulate the phenomenon of interest”. Qualitative methods are best suited to explore the diversity of attitude of a phenomenon rather than their intensity. Thus, the research will conduct a survey approach that will be collected through interview and questionnaire.

3.2.2 Research Site

The research was undertaken in an elementary school in Bandung, West Java. The school was chosen for the present study due to several reasons. First, the school is associated with the researcher’s college and categorized as a modeled school. It has a good quality and has already implied bilingual approach in the teaching and learning activity. Second, the school is often used as a research site before. Thus, it helps the researcher to conduct the study, because both of the teacher and students are already familiar with outsider. Therefore, it is expected that the study will occur in the natural environment and performance. The last, this school has a good background of English teachers who have been taught and have experience in teaching English to young learners for years. It also keeps English as on one of the local contents and not merely as an extracurricular.

3.2.3 Participant

The participants’ profiles are presented in this section to give clear explanation about the teacher and the students as the main subjects of this research. It is important to be mentioned here that all of the participants were given pseudonymous along the study to maintain the anonymity. The participants of the study are an English teacher and a class of the fifth grader consisting of 30 students. The reason the fifth grade is chosen because they are not focusing on the National Examination (UN), so the research hopefully will not disturb the preparation of the examination or distract the students while learning in the class. Moreover, fifth grade is considered as a higher class in the primary school. The

purpose of choosing one whole class is based on the researcher's intention to have a real picture of classroom situations.

3.2.3.1 School Profile

Information on school and students characteristics were obtained from the classroom observation done by the researcher while conducting the preliminary study in the classroom and from informal interviews with the English teachers after the class end. The school is favorable in Bandung and taught English 2 hours, 35 minutes per-hour, a week. It has been established for nine years and categorized as a model school. Most students in this school generally have a good basic in English, since most of them take the English club as one of their extracurricular and take the English course outside the school. Moreover, the teachers in this school persist on using English from the first grade.

3.2.3.2 Teacher Profile

One English teacher who was involved in this study graduated from the English Department of a public university in Bandung. She has been teaching at the school since 2005 up to present. At the first time, she was a tutor for English teachers at the school, because she was teaching in senior high school and eventually asked by the institution to teach in the school as the English teacher. She is teaching English lesson for higher class (fourth to sixth grade) and active in English club.

3.3 Method of Data Collection

This part elaborates how the data obtained in the study. The detail processes of collecting necessary data for the study are presented below:

3.3.1 Classroom Video Recording and Classroom Observation

During the collection of the data process, the researcher will be a non-participant observer, because the researcher was not involved in the observation directly. As states by Frankel and Warren (1993, p. 391) in Primary (2012, p. 38) that in a nonparticipant study, researcher do not participate in the activity being

observed, but rather sit on the sidelines and watch. Related to the nature of the research design of this study, in gathering the data, there were three kinds of instruments used – classroom observation and video recording, interview and questionnaire.

The classroom observation and video recording are the first data collection techniques used in this study. The data are used to collect a natural and real data as clear as possible. According to Kumar (2014, 195), observation in qualitative research has no framework for observing and recording is done in descriptive and narrative form. These techniques are one way to collect primary data. It is purposeful, systematic and effective way of watching and listening an interaction or phenomenon when it takes place (Kumar, 2014, p. 173).

Moreover, when the observation and the video recording run in the classroom, there will be a field notes as a means to support the data gathered. The notes are used to assist in coding the data and provide the researcher with information, which are not included in video recorder. The following is the schedule of classroom observation and the video recording conducted.

Table 3.1 Classroom Observation Schedule

Session	Day/Date	Time
First session (Pilot Test)	Wednesday/September 03, 2014	07.00 – 08.10 am
Second session	Wednesday/September 10, 2014	07.00 – 08.10 am
Third session	Wednesday/ September 24, 2014	07.00 – 08.10 am
Fourth session	Wednesday/ October 01, 2014	07.00 – 08.10 am
Fifth session	Wednesday/ October 08, 2014	07.00 – 08.10 am

3.3.2 Teachers' Interview

The second data collection techniques used in the study is the interview with the teacher. Interview aims to obtain in-depth information about what the researcher wants to explore in the observation. The type of the interview is semi-formal interview, because the questions are emerging from the immediate context and occur in the natural setting. According to Burns (1997, p. 329) an interview is a verbal interchange in which an interviewer tries to elicit the information,

opinions, and beliefs of another person. Moreover, interviewing is a person-to-person interaction, so it is a personal interaction and it is expected to meet with the researcher's objectives. The interview would be conducted to get teachers' perceptions in using L1 and L2 in the classroom. Moreover, through the interview, the reasons and basic information from video recording and the observation can be clarified.

The interview would be conducted during the observation, according to participants' availability and done after the class or in the break time. The interview process would be recorded by the recorder to get deeper information relating to the data and as a file that will be saved to support the transcribing data.

3.3.3 Students Questionnaire

Students' questionnaire is the last data collection techniques used in the study. A questionnaire is relevant to this study in order to find out participant attitudes. It is written list of questions and the answers are recorded by the respondents itself (Kumar, 2014, p. 178). As supported by Nitiswary (2012, p. 35) quoted from Fasold (1984) who asserts that methods for determining language attitudes can be direct or indirect. Direct method needs a subject to respond the questionnaire or interview questions. In the direct method, questionnaire offers greater anonymity than an interview.

3.4 Data Analysis

Since the study is conducted through qualitative method, the data collection and the analysis are interconnected. The data will be collected, coded, classified and interpreted into some categories to get a deeper and better understanding in role of L1 in EYL classroom.

3.4.1 Analyzing the Data

The data from the observation and interview is gained and analyzed using the following steps from Dornyei (2007) as quoted from Ibnu (2014, p. 28).

3.4.1.1 Transcribing the Data

The recording and interview are transcribed to know roundly about the amount of L1 used in the classroom. All the data gained are retold, including some field notes into a textual form. Thus, the transcripts are concluded in a briefer statement to enrich what was already said and were categorized by using a certain thematic analysis.

3.4.1.2. Pre-coding and Coding

After all of the gained and transcribed, the researcher does the pre-coding steps. In this step, the researcher reads again all of text to get a general sense. After that, the researcher will highlight the text or label it; this step is called coding. The process of coding help the researcher to identify, retrieves, and groups the research data. Moreover, the coding steps can help the researcher to label the students' questionnaire in order to meet the data from observation and the teacher interview.

3.4.1.3 Calculating the Likert Scale

To answers the data gained from the student's and teacher questionnaire, the data were calculated using Likerts scale; the steps were scoring, finding out the score of the answer, calculating the central tendency of the answer and classifying the average percentage (Likert, 1932, p. 23). These steps are considered as a process to make the statistical number to find one conclusion. The following are the steps to use the Likerts scale:

a. Scoring

Each answer will be labeled with value from 1-5 The example of scoring students' answers in the positively framed statements is illustrated below.

Table 3.2 Likert-Scale statements scoring rubric

Category of Response	Strongly disagree	A little	Uncertain	Agree	Strongly agree
Score	1	2	3	4	5

b. Finding out the score of the answer

To find out the answer from table, the frequencies of the students answer are multiplied with the value of each answer. For example:

Score for option A : $0 \times 1 = 0$

Score for option B : $2 \times 2 = 4$

Score for option C : $19 \times 3 = 57$

Score for option D : $4 \times 4 = 16$

Score for option E : $3 \times 5 = 15$

Total 92 +

Notes:

- The ideal score for the lowest value = 1×28 (students) = 28

- The ideal score for the highest value = 5×28 (students) = 140

c. Calculating the central tendency of the respondents

To calculate the central tendency of the respondents, we must follow this formula (Sudjana, 1984, p. 46):

$$P = \frac{fo}{n} \times 100\%$$

Notes:

P : percentage

Fo : the total value of the answer

N : the ideal score of the highest value

d. Classifying the average percentage

The final step in this scale is classifying the average percentage. The interpretation of score percentage was made to make the descriptions of the data more systematical and the classification is based on the criteria below:

Table 3.4 Score of percentage and its interpretation

Score of percentage	Interpretation
0 -20 %	Very weak
21-40%	Weak
41-60%	Enough
61-80%	Strong
81-100%	Very strong

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(Taken from Akdon (2008, p.40)

3.4.1.4 Growing Ideas

To develop the main themes of the study, the researcher tries to grow the ideas by preparing the notes, transcript, and display the data. This process afterwards will help the researcher to find the answer of the research questions.

3.4.1.5 Interpreting the data and drawing a conclusion

The last step is, the data are interpreted based on the research question. Qualitative data are often flexible and evolving (Kumar, 2014, p. 133). It is always possible to be interpreted in a wider interpretation. In the final step, the conclusions are drawn and the researcher gives some recommendation related to the theme of the study.

3.5 Clarification of Terms

To avoid misconception of some terms presented in this research, clarification has been conveyed as follows:

- **L1 or First Language**

A language which is used by the children in their early ages and the process of learning is unconscious or it happens naturally. On this occasion, L1 or first language is Bahasa Indonesia.

- **L2 or Foreign Language**

In Indonesia, English is considered as a foreign language. On this occasion, L2 is English.

- **Language Learning**

Learning is a process of gaining knowledge through studying. In order to know a language, someone needs to learn and know the knowledge of that language. Hence, language learning refers to the process undertaken when people choose to learn a language and proceed by memorizing and then using grammar, syntax and vocabulary.

- **EYL Classroom**

English for Young Learner classroom on this occasion is a class in an elementary school in Bandung, where the teacher uses English and Bahasa Indonesia in the learning process.