

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains about methodology that is used in this study. Research methodology consists of research design, research site and participants, data collection techniques, procedure of the research, and data analysis.

#### 3.1 Research Design

In order to describe the utilization of multimedia technology in teaching English to young learners, students' responses and teachers' perception toward the utilization of multimedia technology in English teaching and learning, this study used case study method. Case study method is "preferred strategy when 'how' or 'why' questions are being posed, when investigator has a little control over events, and when the focus is on a contemporary phenomenon within some real-life context" (Yin, 2001). Regarding this, consideration of choosing case study as research method was because this study intended to capture certain phenomenon and real situation which existed in a private English course. Moreover, the researcher in this study examined the phenomenon without any control and involvement over it. According to Cohen *et al.* (2005), a case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles.

To be more specific, this research was a descriptive case study. Stake (1995) defines descriptive case study as a type of case study which is used to develop data that describe clearly the complexity of an experience. Furthermore, qualitative method was used to portray data which were obtained by two techniques in collecting data which comprised observation and interview.

### 3.2 Research Site and Respondents

This research was conducted in one private English course in Bandung. This private English course has been established since 1994 and available in five cities in Indonesia (Jakarta, Bekasi, Bandung, Serang, and Tasik). Now it has five branch offices in Bandung since 2005. The research was conducted at one of its branch office in Bandung. The selected English course opens for students from various educational levels, especially preschool, elementary school, junior high school, and senior high school. It has approximately 40 students with majority of students ranging from grade 3 to 6 in elementary school. It also has many English programs based on students' English acquisition levels (e.g. smart babies, smart starter, bright ways, magic labs, tiger, and lion).

The selection of the setting was based on two reasons. The first reason is due to the multimedia facility. This selected English course is facilitated with multimedia lab and some computer unites for student access, which support the multimedia based teaching and also computer assisted language learning for every student. The second reason is due to the majority of the students are young learners (from pre-school until elementary school levels).

Participants in this study were three English teachers and 40 young learners. 40 students were involved as the respondents in answering the questionnaire regarding their responses toward the use of multimedia technology in English teaching and learning. This study also involved three English teachers who teach English to young learners on the third grade (bright ways until magic labs program). The teachers were observed to answer research question regarding their utilization of multimedia technology in teaching English to young learners. The teachers were labeled as T1, T2, and T3. The teachers also become the interviewee in order to answer research question number three. Further information about the teacher participants is described as follows:

The first teacher labeled as T1 is a teacher whose bachelor degree was from non-educational background. Her undergraduate degree was English literature from one university in Bandung. She has been teaching English in the English course since 2005. Before teaching in English course, she was a private English teacher. She has more than 10 years teaching experience. The second teacher labeled as T2 was a fresh graduate teacher. She had her bachelor degree majoring International Program on Science Education (IPSE) in 2015. She has been teaching in the English course since June 2015. The third teacher labeled as T3 was a fresh graduate teacher. She took her undergraduate study in International Program on Science Education (IPSE) in 2015. She has been teaching English since April 2015.

### **3.3 Data Collection**

Since it was a qualitative study, the data collections were gained from three research instruments which were observation, questionnaire and interview.

#### **3.3.1 Observation**

Classroom observation was employed in gathering the data about the utilization of multimedia technology by the teachers in teaching English to young learners. This is in line with Frankael & 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. In doing classroom observation, the researcher in this study employed non-respondent observation, where participating in the observation is a forbidden act for the researcher to get portray of the real situation (Frankael & Wallen, 2012) and took role as complete observer who “is probably least likely to affect the actions of the group being studied”.

The observation itself was taken from three teaching learning activities. The first observation was taken to observe T1, the second observation for T2, and the third observation for T3. All of the classroom observations were conducted in three

different classes of young learners. The students in the observed class were children in the age of 9 to 10 years old (in the third grade of elementary school). The consideration of choosing this level was because the students can be categorized into the same age group. In this context, Pinter (2006) says that young learners refer to children of the age 3-12 years old (pre-school up to the primary school years). More specifically, Pinter (2006) as cited in Santhi (2011), differentiates young learners into two groups: (1) Younger learner (before school until grade two of elementary school), and (2) older learner (grade 3 until grade 6 of elementary school). The selected class was chosen to portray the utilization of multimedia technology by the teachers in context of teaching English to young learners. In doing the observation, the researcher used video recording and field note (see appendix) as the instrument to facilitate the researcher in observing the teaching learning process.

#### 1. Video recording

Video recording was used in order to obtain more accurate and detail data in the study. Koshy (2005) states that different aspect as well as some significant point can be analyzed more by viewing the recordings. Since the study needs to observe the teachers utilization of multimedia technology during the teaching learning activities, the video recording are needed to complete the information.

#### 2. Field note

Field note was used in order to help the researcher to observe the teachers during the teaching learning activities. According to Creswell (2009), field note was taken to record behaviors and activities in the research site.

### 3.3.2 Questionnaire

The questionnaire (see appendix) was administered to 40 young learners who study English in the selected English course to depict their responses toward the use

of multimedia technology in English teaching and learning process. Koshy (2005) says that “questionnaires can help you to gather a reasonable amount of data in a short time”. The questionnaire was written in Bahasa Indonesia to ease the student in answering the questionnaire. The questionnaire consisted of ten questions which considered as positive questions. The open questions are avoided since it may be time-consuming and also tiring especially for children who inexperienced in writing (Pinter, 2006). There were three answers that can be chosen by the students in answering the questions, which were agree, neutral and disagree.

### 3.3.3 Interview

In order to describe the teachers’ perception toward the use of multimedia technology in teaching English to young learners, the researcher in this study employed teacher interview in collecting the data. According to Sugiyono (2012), interview was a technique used to get deeper information from the respondent about respondent’s perspective of some issues which was being studied. In interviewing the respondents, the researcher employed one-on-one interview. One-on-one interview was “a data collection process in which the writer asked questions to and recorded answers from only one respondent in the study” (Creswell, 2008). This was used to get the data quickly and allowed respondent to share the personal experiences and opinions in detail (Mc Intyre, 2012).

The researcher in this study used semi-structured and informal interview in collecting the data. Semi-structured interview was categorized as *in-depth interview* (Sugiyono, 2012). Benefit of using in-depth interview is to gain qualitative information (Laforest, 2009) from the teachers about their perception on the utilization of multimedia technology. The interview itself was prepared not to take exceed sixty minutes. This is in line with Laforest (2009), who state that “Sixty-minute interviews are perfectly acceptable and ensure that neither the interviewer nor the respondent loose their concentration”. The informal interview was taken before and after the classroom observation. Informal interview before the classroom

observation enabled the researcher to check the teacher preparation before teaching, and the interview after classroom observation facilitated the researcher to clarify some questions related to the observation.

Both of the semi-structured and informal interviews were in Bahasa Indonesia. The consideration of using Bahasa Indonesia in the interview was intended to make the respondents felt relax and they could state or elaborate their statements as they wanted to, therefore it could avoid misunderstanding between the researcher and the respondents. Both of the interviews were recorded by the researcher then the recordings were transcribed. In doing the interview, the respondents were asked a list of questions made by the researcher. However, since it was in-depth interview, the interview questions could be made as many as needed.

Questions list for the semi-structured interview were:

1. What is the teacher's opinion about the use of multimedia technology in teaching English to young learner?
2. What are the advantages of using multimedia technology in teaching English to young learner?
3. What are the disadvantages of using multimedia technology in teaching English to young learner?
4. What are the considerations of utilizing multimedia technology in delivering the materials to students?
5. Does the teacher think that multimedia technology has a high contribution in improving young learner's language development?
6. How do the students respond to the multimedia technology?
7. In what way does the multimedia technology help the teacher in delivering the materials?
8. What are the problems faced by the teacher in utilizing multimedia technology in teaching English to young learner?
9. How does the teacher solve the problems?

10. What are the teacher's suggestions regarding the use of multimedia technology in teaching English to young learners?

The content of the informal interview before classroom observation were:

1. What level of student that you are going to teach?
2. What is the material of the lesson?
3. What is the difference between teaching English to young learners and teaching English to older learners?
4. What preparation does the teacher do before the class?
5. Does the teacher have a special time allocation to prepare the material?

For the informal interview after the classroom observation, the writer confirmed the information which occurred during the observation.

### **3.4 Procedure of the Research**

In conducting the study, the researcher conducted research procedures as follows:

1. Preparing Instrument of This Study

Before conducting this study, the researcher designed the instruments. There were three instruments used in this study, the observation sheet, the student questionnaire, and the interview questions. Observation sheet was created to help the researcher observing utilization of multimedia technology by the teacher in teaching English to young learners. Questionnaire was made for the students to examine their responses toward the use of multimedia technology in English teaching and learning process. Interview question was designed to obtain information from the teachers about their perceptions toward multimedia technology in teaching English to young learners. The interview questions were employed in semi-structured and informal interview.

## 2. Administering Preliminary Observation

Preliminary observation was conducted by the researcher to the teachers of the selected English course. The researcher observed the English teaching and learning process using the multimedia technology in the classroom.

## 3. Administering Pilot Study

Before conducting the primary study, the researcher examined the research instruments whether or not the instruments could effectively collect the data in order to answer the research questions. In this research, the researcher conducted pilot study.

## 4. Administering Primary Study

Primary study was the actual study that the researcher did in the research site. In this stage, the researcher obtained the information needed to answer the research questions by conducting the observations and interview in the research site, also administering questionnaire to the students.

### 3.5 Data Analysis

Data gained from observation, questionnaire and interview in this research resulted in different types of data. Video recording and field note were the result of the classroom observation. Video recording of the teaching learning activity was transcribed into script. In addition, Field note was used to give more detailed information about the observation. All the data obtained from the observation instruments were intended to answer research question number one. Data resulted from the student questionnaire were calculated to be presented in the form of diagram. Koshy (2005) suggests that the data collection which involved questionnaires or quantifiable information through observation can be displayed by using tables and diagrams. Lastly, the data from the interview were transcribed into interview script.



Those data were analyzed in several steps. Creswell (2012) 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 report. After collecting the data, they were prepared to be analyzed by organizing them into certain classification, for example group of observation data, questionnaire, and interview data. Thereafter, the researcher read through the data to get general sense of the data (Creswell, 2008). The data were coded until the researcher found the theme that captured the major information used to answer the research question. After the data have been collected, they were analyzed by researcher to answer the research questions.

### **3.6 Concluding Remark**

This chapter has explained about methodology used in this study. This chapter has covered the research design, research site and participants, data collection techniques, procedure of the research, and data analysis. The next chapter will present the findings and discussion.