

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of this research. It contains four sub-chapters, namely (1) statement of the problem, (2) research design, (3) site and participants of the research, (4) data collection techniques, (5) data analysis.

3.1 Statement of the Problem

There are three issues that were investigated in this research, namely (1) the types of games used by a teacher as warming-up activities in young learners' classrooms, (2) the advantages of those games, and (3) the difficulties of the implementation of those games as warming up activities in young learners' classroom.

3.2 Research Design

Qualitative approach was used because it allowed the researcher to study about games in a natural setting and interpret its advantages and difficulties. Qualitative method placed the researcher as an observer of the teaching process in the research. Furthermore, this research explored the activities in a classroom without interfering the teaching process. In line with this, Creswell (2007) stated that the natural setting in collecting data is one of the characteristics of qualitative approach.

Case-study was selected as the research design because as Creswell (2007) said, the case-study research is a qualitative approach in which the observer explores the bounded system over time. This research investigated the advantages and the difficulties of games in a bounded teaching procedure. This research also involved multiple sources of information such as observation and interview and reported the result in a case description.

3.3 Site and Participant

An English course in Bandung was chosen to be the site of this research based on the researcher's pilot observation. Through the pilot observation, the researcher found out that the standard operational procedure (SOP) of the English course cited games as warming up activities in the beginning of the lesson.

The participant was a female teacher who teaches 7-8 students in the level Junior 3. The reason of the selection of the participant is that the teacher cited games as warming up activities in her lesson plan. She is a new teacher in the English course. She has been trained in this English course for three months before the management of the course gave her the real class. The students of Junior 3 who were taught by her were chosen because the students in this level are the most active and energetic. So that, the teacher can apply any kinds of games.

3.4 Data Collection

Classroom observation and interview were used as instruments to collect the data. The explanation of each instrument is as follows:

Classroom observation was conducted to investigate (1) the types of games that were used by the teacher as warming-up activities in young learners' classrooms; and (2) the advantages of implementing those games as warming up activities in young learners' classroom. The observation was conducted five times (5th October 2012, 12th October 2012, 24th October 2012, 26th October 2012 and 31st October 2012).

Observation sheets were used during classroom observation. The observation sheets were designed based on observation protocol by Creswell (2007). In the observation sheets there were two columns namely descriptive notes and reflective notes. The descriptive note was used to record some aspects, such as portraits of the informant, the physical setting, particular events and activities. The reflective note was used to record the reaction of the observer. Besides the observation sheets, videos also used to get deeper information about the types of games that were used by the teacher as warming-up activities in young learners' classrooms, and the advantages of implementing those games as warming up activities in young learners' classroom. Moreover, videos were also used to support observation sheets. Furthermore, the videos were transcribed by using classroom discourse analysis tool. The researcher labeled student's utterance by S while teacher's utterance by T.

The second instrument is interview. The interview was conducted to get more information about the advantages and the difficulties of the implementation of games as warming up activities according to the teacher perception. Through the interview, the researcher can ask directly to the participant to tell the process before and after she implemented the games. The questions in the interview were not designed in a rigid way. It was also stated by Alwasilah (2002), that the researcher can explain or paraphrase the questions if the respondents cannot understand the questions.

After the data that were gained by conducting classroom observation, the results were transcribed and then categorized into types of games based on Hadfield's (2001) theory and Evan's (1979) theory. Besides the data from classroom observation, the data from interview were also transcribed and interpreted to answer the research question about the difficulties of implementing games as warming up activities.

3.5 Data Analysis

Data analysis in qualitative research should be a simultaneous process and were begun when the observation started. After collecting data from observation and interview, those data were analyzed in three steps, namely (1) identification, (2) categorization, and (3) interpretation.

The data gained from observation sheets and observation videos were identified by identifying the characteristics of games that were used by the teacher as warming up activities for the students. After identification step, the games that

were used by the teacher were categorized based on Hadfield's theory and Evans' theory. In Hadfield's theory, games were categorized into competitive game and cooperative game. Besides categorizes the games into competitive and cooperative games, Hadfield also categorizes those games into linguistic game and communicative game. Furthermore, in Evans' theory the games were categorized into skill-practiced game, role play game, and simulation game. After categorization process, the data were interpreted to answer the research questions about the types of games that were used by the teacher as warming-up activities in young learners' classrooms, and the advantages of implementing those games as warming up activities in young learners' classroom.

Besides the data from classroom observation, the data from interview were gained. The gained data were recorded by using voice recorder. To analyze the data, the researcher transcribed the interview both from teacher and student. Then, the transcribed data were interpreted to answer the research questions about the advantages and difficulties of implementing games as warming up activities. Furthermore, the data were linked to proper literature.

The result of analysis data both from observation and interview will be delivered in the next chapter.