# CHAPTER III
# RESEARCH METHODOLOGY

This chapter presents parts of research methodology and its processes. It begins with explanation of the research design. Then, the explanation about the subject of the research is followed by the data collection techniques. In addition, steps in analyzing data are described clearly.

## 3.1 Research Design

The research employed qualitative descriptive method which is all about exploring issues, understanding phenomena and answering questions (Airasian, Mills, Gray, 2006). The method used in the research was descriptive because it is expected that the research could describe the phenomena about students' responses toward English elicitation techniques in EFL young learners' classroom. In addition, qualitative research is a way that sees the phenomena as socially constructed through discovering meanings by improving researcher comprehension of the whole and it explores the richness, depth, and complexity of phenomena (Jefferies, 1999 and Neill, 2006).

Best (1981) states that "*descriptive research involves the description, recording, analysis, and interpretation of conditions that exist*". It is in line with the aim of the research that was to describe and interpret the conditions which in this study is the students' responses toward English elicitation techniques implemented in EFL young learners' classroom. Considering the aim of the research, qualitative research approach considered suitable since it can view the natural process of interaction in the classroom.

## 3.2 Subject of the Research

The research was conducted at one public Elementary School in South Cimahi. The reason of choosing this school is based on the condition where the students were not familiar with the teacher using English during English lessons. The teacher was new teacher in that class and she wanted to practice English

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classroom's language. Therefore, this school was chosen for conducting the research.

The participant of the research was a class of sixth grade students. The class consisted of fifty five students. This class was chosen since sixth grade students have already learnt English longer than their junior (based on elementary school syllabus) and they were expected to know English better than others. The teacher was the researcher who had role as an active participant observer. Thus, the researcher could actively engage in teaching and observe the outcomes of her teaching naturally (Airasian, Mills, Gray, 2006). Therefore, in this study, the teacher means the researcher.

### 3.3 Data Collection Method

There were two kinds of data collection methods used by the researcher namely, observation and document analysis. The instruments used in the research were videotaping and teacher's journal. They were used to gain the data in the teaching and learning process. It means that multiple methods in data collection strategies were used by the researcher (Airasian, Mills, Gray, 2006). Each instrument of the data collection is described below.

### 3.3.1 Videotaping

Videotaping was conducted six times by the researcher based on schedule of study from October 5th, 2011 to November 16th, 2011. Each lesson lasted for sixty minutes. The whole processes of teaching and learning English in young learners' classroom, which involved the activities as proposed by Brown (2001) and Fredericks (2005) that there are three stages of classroom learning procedures namely, a motivation opening, a set of main activities, and closure, media, and assessments, were recorded by using camcorder. The recording was converted into video transcriptions. There were six video transcriptions that were made by the researcher (see Appendix B).

**Table 3.1**

**Schedule of Study**

| NO | Date | Topic |
|----|------|-------|
| 1. | October 5$^{th}$, 2011 | Public Places' Name |
| 2. | October 19$^{th}$, 2011 | Map |
| 3. | October 26$^{th}$, 2011 | Direction |
| 4. | November 2$^{nd}$, 2011 | Supermarket |
| 5. | November 9$^{th}$, 2011 | Tourism Site |
| 6. | November 16$^{th}$, 2011 | Holiday |

. Videotaping can be replayed several times for checking and correcting the data (Fraenkel and Wallen: 1990). Since the aim of the research was to describe the students' responses toward English elicitation techniques implemented in EFL young learners' classroom, data from video transcriptions were observed and gathered by the researcher to answer research questions and analyzed by framework stated in Chapter II.

**3.3.2 Teacher's journals**

During the observation process, some conditions that occur while teacher elicits the students were noted by the researcher. As described by Richard and Farrell (2005), teacher's journal is a note made by the teacher in every teaching and learning process. Moreover, they say that teacher journal can be used as document that helps teacher in analyzing new experiences and students' responses in the classroom. Since observation was conducted six times, there were six teacher's journals and were used as the data source to answer the research question. They consisted of experiences and the students' responses regarding teacher's elicitation in English sessions.

**3.4   Data Analysis**

After collecting the data, the gained data from video transcription and teacher's journals were analyzed by the researcher. The data analysis is presented in a form of descriptive explanation. There were several steps to analyze and identify the obtained data, as follow.

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- Transcribing

Transcriptions were the data collected from the videotaping. Alwasilah (2009, 157) says that the transcription was also used in the research to understand how respondents organized their perspectives. Moreover, the data showed all activities and utterances in the teaching process. In the transcription, some signs were used by the researcher for instance, { } as description about the sentence or additional information sign and [ ] as translating sign. Therefore, coding the data was done by the researcher to organize the useful data.

- Coding the data

Some labels were made by the researcher to the gained data from transcription in order to reducing the unused data. As suggested by Alwasilah (2000: 159), coding is useful to help researchers in identifying phenomenon, counting the frequency of existing phenomenon, which the frequency of codes shows the result of the research, and organizing categorization and sub-categorization. In the process of coding the data from the video transcriptions and teacher's journals, some labels were used by the researcher to manage them easily. There were some labels used by the researcher that can be seen at Appendix D. After the data from video transcriptions and teacher's journals coded, they were associated with the appropriate theories that have already been discussed in Chapter II.

- Summarizing the result

After the data from video transcription and teacher's journal were coded and listed by the researcher, the data that answered research question can be seen. The data were wrapped as the answer of the research questions and presented in the form of narrative text as proposed by Miles and Huberman (1984, cited in Sugiyono, 2008, p.249).

## 3.5 Concluding Remark

This chapter has discussed the research methodology consisted of research design, subject of the research, data collection, and data analysis. The research was conducted to describe the students' responses toward elicitation techniques

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that were implemented in EFL young learners' classroom. Descriptive method was used as the research methodology. Sixth grade of elementary school students were involved as respondents. Videotaping and teacher's journals were used by the researcher as data collection instruments.