CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology that the researcher used in the study. It elaborates the way or procedure of carrying out the study. The chapter will also give a brief elaboration about the procedure of analysing and interpreting the data into meaningful findings. It consists of four sections; research design, site and participants, data collection, and data analysis techniques.

3.1 Research Design

The research design of this study is qualitative research. It is not only appropriate but also necessary in a single classroom or school setting that involves teachers, educators and students (Anderson & Herri, 2009). The study tries to provide a systematic description or information of a situation of a phenomenon as factual and accurate as possible without manipulating or interfering with the phenomenon observed. As Silverman (1997) suggests. "when we are concerned with exploring people's life histories everyday behaviour, a qualitative design should be used". This is relevant to the study which is also concerned with exploring people's everyday behaviour concerning the implementation of teaching English to young learners at primary schools and its challenges to implement it.

Qualitative research is multi method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural setting attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them. It involves the studied use and collection of a variety of empirical materials-case study, personal experience, introspective life history, interview, observational, historical, interactional, and visual text that describe routine problematic moments and meanings in individuals' lives (Malik & Hamied, 2016).

In order to address the research questions, the researcher uses a case study. A case study is qualitative in the nature and help the researcher to explore in depth a program, event, activity, process of one or more individuals (Creswell, 2003 p.15). Case study was chosen as this study focuses on "one particular instance of educational experience or practice " (Freebody, 2003 in

Emilia, 2005, p.74) and it seeks to understand and interpret the world in terms of its actors and consequently may be described as interpretive and subjective" (Cohen et al., 2007, p.181).

Brown and Rodgers (2002) further illustrated case studies in the language education field. They mentioned that:

> In language education research, case studies often involve following the development of the language competence of an individual or a small group of individuals. Case study research comprises an intensive study of the background, current status, and environmental interactions of a given social unit: an individual, a group, an institution, or a community. (Brown & Rodgers, 2002, p.21)

Yin (2002) categorized case study into single case study and multiple case study and maintain that the evidence from multiple cases is often more compelling and robust (Herriot & Firestone, 1983 as reviewed by Yin, 2002). Yin (2002) emphasized that "the decision to undertake multiple case studies cannot be taken lightly" as it requires extensive resources and time. However, I still chose to do a multiple case study considering Miles and Huberman (1984) as well as Merriam's (1998) claim that multiple case studies provide much potential for both greater explanatory power and greater generalizability than a single case study can deliver.

In this study, the researcher uses multiple case study in investigating the implementation of teaching English to young learners at primary schools in Bandung. The study involved four schools both public and private schools. The purpose of this study was to describe the implementation of English teaching to young leaners in primary schools in Bandung as well as its challenges in implementing TEYL at primary schools. This study was conducted in order to answer these following questions: 1) How is the implementation of TEYL at primary schools in Bandung city?; 2) What are the challenges of TEYL implementation at schools?

3.2 Research Site and Participants

This study is conducted in several primary schools in Bandung, Indonesia both public and private schools. To get a brief overview of the implementation of teaching English to young learners in Bandung, the researcher involved 30 schools based on the territory: six schools in north Bandung, six primary schools in south Bandung, six primary schools in west Bandung, six primary schools in east Bandung, and six primary schools in middle Bandung. The schools were

not selected based on a certain criteria but it was chosen by the researcher based on the territory. It is to portray the teaching English at primary schools in entirely Bandung city. As the sample is opportunistic and purposive, it provides illustration rather than representation.

Then, to know how the implementation of TEYL at primary schools in Bandung, the researcher investigated four schools to be involved. The multiple case studies were undertaken by the researchers with four teachers in different primary schools. The chosen schools were based on the status of English at school that is as a local content or as an extracurricular for public school and based on the syllabus they used in the teaching implementation for private school. The study involved 30 teachers at the initial research and then investigated deeply to the four teachers above to get more informations about the implementation and challenges of TEYL at primary schools in Bandung.

3.3 Data Collection Techniques

Data for this study were gathered from various sources: survey, questionnaire, interview, school and classroom observation, and document analysis. Those data collected were to describe the implementation of TEYL at primary schools in Bandung and the challenges of the implementation of TEYL in primary schools. In this study, the data collection techniques employed: survey, questionnaire, interview, school and classroom observation, and document analysis.

3.3.1 Survey

The survey, as a method of collecting information from people about their ideas, feelings, beliefs, attitudes, needs, motivations, and behaviour, has been widely employed in social science research (Fink, 2002; Gray & Guppy, 1999) as well as in the field of English as a second or foreign language education (Gorsuch, 2000; Stoller, 1994). Researchers choose to use surveys as a research method because it is an effective way to get the required information from a large number of individuals (Alreck & Settle, 1995).

The survey was distributed manually to 30 teachers in 30 schools in Bandung city based on the territory that were east part of Bandung, west part of Bandung, north part of Bandung, south part of Bandung, and middle part of Bandung. The survey was conducted to get basic

information from the English teachers at primary schools in Bandung on the implementation of English teaching at primary schools. The collected data from the survey was to describe briefly the implementation of TEYL at primary schools in Bandung.

3.3.2 Questionnaires

Questionnaire is a written collection of self-report questions to be answered by a selected group of research participants (Malik &Hamied, 2016). The questionnaires were widely used for observing the reality of the implementation of English teaching at primary schools and for investigating the teachers' opinion and attitudes toward how the teachers implemented the teaching English to young learners at primary schools in Bandung area. The questionnaires were used for collecting large amounts of teachers' opinion in the implementation of TEYL at schools.

There were 20 questions addressed to the teachers. The questions were developed to investigate the practice of the implementation of English teaching at primary schools in Bandung city. It is also to investigate how the teachers teach English to young learners at primary schools in Bandung city.

Inter-ratter and content validity were conducted to validate the questionnaire (Cohen et al., 2013). First of all the questionnaire was consulted to the researcher' supervisor and colleagues to see the compatibility of ach question to achieve the aim of the questionnaires. Then the questionnaires were distributed to 30 teachers in 30 primary schools in Bandung area based on the territory that is six teachers in North Bandung, six teachers in South Bandung, six teachers in West Bandung, six teachers in East Bandung, and six teachers in Central Bandung.

3.3.3 Interview

Interview is a purposeful interaction where a researcher tries to obtain information from the subjects who agree to participate in research. Interviews permit researchers to obtain important data which is not possible through observation alone. Interviews allow the researcher to examine attitudes, interests, feelings, concerns, and values more easily than through observation (Malik and Hamid 2016, p.193). The interview in this study were formed in the semi-structured interview. It was the combination of a certain degree of control with a certain amount of freedom to develop the interview (Wallace, 1998).

In this study, the interview was conducted to gain deep information from the teachers and policy makers in implementing English at primary schools. In line with the questionnaires, questions in interview were developed to support the analysis of teachers' opinion and policy makers in administering English at primary schools. The questions were addressed to the teachers, head masters, and also head of Bandung educational department for primary school curriculum. The questions for the policy makers such as school head master and head of Bandung educational department for primary school curriculum were the reasons for conducting English at primary schools and questions for the teachers were the challenges of teaching English at primary schools.

3.3.4 Observation

Observation was aimed at getting to know first-hand information about social processes in a naturally occurring context (Creswell, 2008. This study was non-participant observation. This kind of observation has vast opportunity to record information as it occurs in a research site though it has limited access to a research site and situations taking place there (Creswell, 2008, p.18). The researcher observed both school context and classroom situation.

School and classroom observations were conducted to capture a clear picture of each activity. The observation was field notes observation. It is important to describe accurately and comprehensively all aspects of the situation observed. It contains descriptive information about what is seen, heard and experienced on-site. The multiple case study was conducted over a period of three months in four primary schools in the Bandung city. The researcher observed teaching activities in the classroom, class display, and school environment. The researcher took the field notes of the observation.

The observations were done at four schools; two public schools in which one school positioned English as a local content and another as an extracurricular. Observations were also done at two private schools which used different syllabus or planning. One school designed the syllabus by themselves, and another school used other English school syllabus and materials used in the teaching and learning process.

3.3.5 Document analysis

Regarding the use of documents in data collection, the researcher analysed the syllabus and the teaching materials from four schools. Those documents provide a rich and natural source of information regarding the implementation of teaching English at primary schools. Furthermore, at the same time they represented as essential part of triangulation (Holliday, 2005).

Each syllabus or English language program were analysed based on the principles of syllabus design proposed by Taba's model in Richard (1990). In determining the language program or designing the syllabus, whether they implement the elements of syllabus or not. The teaching materials were also analysed whether the materials were appropriate for young learners or not. The observation was based on the characteristics of young learners proposed by some experts in early education.

3.4 Data analysis techniques

Data analysis is a continuing part of data collection when the data have been gathered. Analysis is process of bringing order to the data, organizing what is there into patterns, categories, and basic descriptive units (Patton, 1990). The data were triangulated and analysed descriptively to examine the practices and challenges of TEYL in primary schools. (Creswell, 1994).

The triangulation method is used to enhance the validity of the study by combining various data sources. All data sources are analysed and compared to validate conclusions arrived at this study. The data were analysed descriptively from all kinds of data to describe the implementation and challenges of teaching English for young learners at primary schools. It is in line with what Creswell (1994) suggests that "data emerge from qualitative study are descriptive and should therefore be reported in words (primarily the participants' words)".

The data gathered from the survey and questionnaires were analysed by counting the percentage of the participants' choices dealing with the implementation of English teaching at primary schools in Bandung. Based on the data collected from the survey and questionnaires, the researcher considered that it still needs deeper and detailed analysis. Therefore, The researcher also conducted the interview. Then the data from interview were analysed in several steps. First,

the data were transcribed. While transcribing, the name of participants were coded in order to guarantee the objectivity of the researcher in analysing the data. After being transcribed, the data were given back to the participants to make sure that it was exactly what the participants had said and meant (Kvale, 1996). Second, all the interview data that had been transcribed were categorized in the central themes that become the focus of the study. The last, the data were presented in the condensed version.

Then, the school and classroom observation were conducted to capture a clear picture of each activity. The researcher observed teaching activities in the classroom, class display, and school environment. The researcher described what is seen, heard and experienced on-site.

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After all data were gained, then the result from the data instruments were interpreted. This is the process where this study matches the nature of research which employs multiple case study methods.

3.5 Concluding remarks

This chapter has discussed the research methodology of the study, including research design, research site and participant, data collection techniques, and data analysis techniques. The next chapter will elaborate the findings and discussions of the study.