

CHAPTER III

RESEARCH METHODOLOGY

The research methodology applied in this study is discussed in this chapter. The discussion of this chapter involves formulation of problem, research design, site and participant, data collection procedures, data analysis of the research, and clarifications of key terms.

3.1 Formulation of Problem

In this study, researcher attempts to discover the answers of the research questions as follow.

1. What techniques are employed by the teacher in presenting the meaning of vocabulary to the learners?
2. What techniques are employed by the teacher in presenting the form of vocabulary to the learners?
3. What are the reasons in employing the techniques?

3.2 Research Design

To gather a clearer picture and deeper understanding of presenting vocabulary techniques implemented by the teacher, the researcher employed a qualitative study. Qualitative study, as stated by Fraenkel and Wallen (2006), refers to research study where the researcher intends to examine the quality of relationships, situations, activities, or materials, and then gives holistic description

Annisa Awaludin, 2013

*TECHNIQUES IN PRESENTING VOCABULARY
TO YOUNG EFL LEARNERS*

Universitas Pendidikan Indonesia | Repository.upi.edu | Perpustakaan.upi.edu

in detail of everything that goes on in that particular situation. According to Dornyei (2007), the purpose of qualitative research is to provide descriptions of social phenomena which happen naturally. The research observed the quality of teaching activities, which happened in natural setting, about the teacher's techniques in presenting the vocabulary meaning, the teacher's techniques in presenting the vocabulary form, and the teacher's reasons in employing the techniques.

Furthermore a case study approach was employed, since its aim is to "portray 'what it is like' to be in a particular situation, to catch the close up reality and 'thick description'" (Geertz, 1973b, as cited in Cohen et al., 2007, p. 254). Gillham (2000) points out that case study investigates the answer of specific research questions and inquiries a range of different sort of evidences which are collated to get the best possible answers. This study was conducted to obtain factual information and deep understanding about the phenomenon which according to Sherman and Webb (2005) would leads to new insight.

The type of case study here was descriptive method, which provides detailed account of the phenomenon being studied (Merriam, 1988). In line with that, this research is an examination of presenting vocabulary techniques with its situation in young learner classes, and also the reasons in employing the techniques. Gall, Gall and Borg (2003) state that the purpose of descriptive case study is to depict a phenomenon and conceptualize it. Descriptive case study provides thick description of the phenomenon that is depiction of the situation and its context.

3.3 Site and Participant

The research was conducted in English for Young Learner Course in Balai Bahasa UPI, Bandung. The respondent of the research was one of the course teachers who taught two classes in the course. The two classes consisted of young learners whose age range from 9 to 14 years old. Each class was consisted of four girl students. The first class was 4th graders and the second was 8th graders.

In choosing the sample, there are some considerations, served one purpose in doing the research, based on Lincoln and Guba (1985, as cited in Alwasilah, 2000). The sample selection of this research was held by means of purposive sampling, where the site or individual was intentionally chosen from which the researcher can learn the most, understand and gain insight about the phenomena (Cresswell, 2010; Merriam, 1988). In this study, researcher decided to do the research in the site with reasons that the participant or the teacher provided vocabulary teaching to young learners, and the site was easily accessible.

3.4 Data Collection Procedures

Qualitative research data need to capture rich and complex detail to make sense of a set of meanings in the phenomenon being studied (Dornyei, 2007). In addition, Cresswell (1998, p. 123) argues that case study gathers “the widest array of data collection as the researcher attempts to build an in-depth picture of the case.” In accordance with that, this present study employed multiple instruments in collecting the data. Using multiple instruments in data collection is called triangulation (Cresswell, 1994). Triangulation was used to reduce the possibility

of bias appeared in one method and to help in making the description more comprehensive (Alwasilah, 2000). In addition, Gall et al. (2003) state that using triangulation to collect data about a phenomenon increases the validity of the research findings.

3.4.1 Observation

The first instrument was observation during classroom teachings, where the researcher was non-participant observer. The researcher comes to the site and records information without involving in the activities of the participant (Cresswell, 2010). According to Cohen et al. (2007), there is a particular novelty of observations, seen as a validly strong demonstration. Observations enable researchers to be inductive and open-ended, help them in recognizing the context of events, noticing things that might be unconsciously missed, discovering what participants do not pleasantly talk about in interview, moving beyond perception based data, and accessing personal knowledge.

In this study, the observation was held five times, from October 9, 2012 to October 22, 2012. The lessons were video recorded to help the researcher in examining the data. Each lesson took about 90 minutes per meeting. According to Gillham (2000), observation is the most important technique when the research's main purpose is explanatory description. The observation was conducted to see the teacher's performances in implementing the techniques in the classroom. The data from the observations were then transcribed to be analyzed in the next step.

3.4.2 Interview

The second was interview. Since the goal of qualitative research is to find out the participant's point of view of the observed phenomenon and to reveal the meaning of her/his experiences and actions (Dornyei, 2007), this study employed an interview guide to find out the perspectives of the respondent (Patton, 1980, as cited in Merriam, 1988). The interview was employed by the researcher to complete the data gained from observation and to gain more in depth information. Here the issues are related to the techniques, especially the teacher's reasons in employing the techniques.

The form of the interview was open-ended question and less structured, regarding to the research's purpose in accessing the respondents' perceptions, assumption that participant is unique individual which cannot be made by generalization of instrument, and explorations of many things and situations through some steps (Alwasilah, 2000). In addition, less structure interview are suitable for case study research, where the questions are predetermined, flexible, and designed as follow up questions to investigate deep information (Hancock & Algozzine, 2006).

Besides using triangulation to validate the accuracy of the research' finding, researcher also test the findings by employing member checking. According to Cresswell (1994) and Merriam (1988), member checking is the process where the researcher takes the research findings back to the participant and asks the participant to check the accuracy of the account, in writing or in an interview.

3.5 Data Analysis

Since the study was conducted through qualitative design, the data collection and analysis were simultaneously employed. This study employed interpretational analysis approach, which based on Gall et al., (2003, p. 453) is examining the research “to find constructs, themes, and patterns that can be used to describe and explain the phenomenon being studied.” After having the data from the video recordings and interview, the researcher analyzed the data employing the following steps adopted from Dornyei (2007).

3.5.1 Transcribing the data

Qualitative research data is generally converted into textual form, producing hundreds of pages of transcripts. The recordings gained from the observation and interview were transcribed to know the data thoroughly about the presenting vocabulary techniques, and the reasons in employing those techniques. The researcher tried to retell all the data, including nonverbal aspect in the video tapes, into a textual form.

3.5.2 Pre-coding and coding

After transcribing all the data, the researcher read through all the texts to get the general sense of the data, reflected on them, and noted down some thoughts. This is called pre-coding. The process of coding then is highlighting the texts and giving it label, so the researcher could easily identify, retrieve and group the data. The coding process of finding the teaching vocabulary techniques was based on Takač (2008).

3.5.3 Growing ideas

To develop the main theme of the study, researcher tried to grow ideas by preparing memos, interview profile, and data display. From this, the researcher was helped in meeting the research questions with the answers, discovered the phenomena of the techniques in presenting vocabulary meaning, techniques in presenting vocabulary form, and also the reasons in employing the techniques from the data coded.

3.5.4 Interpreting the data and drawing conclusions

Next the researcher interpreted the data based on the research questions that had been formulated. Qualitative study intends to widen the range of possible interpretations of the phenomenon. The findings and discussions were presented to illustrate the objective of the study. In the end, conclusions were drawn, and the researcher also gave some suggestions for the future.

3.6 Clarification of Terms

In order to avoid unnecessary misinterpretation, some terms are clarified as follows.

a. Teaching Techniques

They refer to the ways of teachers in presenting instructional materials or conducting instructional activities.

b. Vocabulary

Based on Cambridge Dictionary (2008), vocabulary is all the words which exist in a particular language or subject.

c. Teaching Vocabulary

In this research, teaching vocabulary is focused on introducing new vocabulary to the young learners.

d. Young Learners

Young Learners refer to the learners with age 5 to 14 years old (Pinter, 2006). In this study, young learners are learners from 9 to 14 years old, who were the students of 4th and 8th grade.

3.7 Concluding Remark

This chapter has presented the methodology of the research which comprises formulation of problem, research design, site and participant, data collection procedures, data analysis, and clarification of terms. The result of the study will be delivered in the following chapter.