

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the procedure of the research in order to find the answers of the two questions previously stated in chapter one. It covers the statement of problems, research design, site and respondent, data collection, data analysis and also additional information related to the project.

#### 3.1 Research Design

A case study approach was chosen in this research regarding to the aim which attempts to “investigate processes, and to gain insight into an in-depth understanding of an individual, group, or situation” (Lodico, *et al.*’s, 2006:269).

This definition is in line with Cohen’s (2005:185) statement which says,

Unlike the experimenter who manipulates variables to determine their causal significance or the surveyor who asks standardized questions of large, representative samples of individuals, the case study researcher typically observes the characteristics of an individual unit—a child, a clique, a class, a school or a community. The purpose of such observation is to probe deeply and to analyse intensively the multifarious phenomena that constitute the life cycle of the unit with a view to establishing generalizations about the wider population to which that unit belong.

Case study which Merriam (1988) and Yin (1994) cited in Hatch (2002:30) call as “a special kind of qualitative work”, which examines phenomena in certain context within specific boundaries, has several advantages. Nisbet and Walt’s (1984, cited in Cohen *et al.*, 2005:184) point out that it: (1) can be done by a single researcher without needing a full team; (2) is strong on reality; (4) gives insight into similar situations; (4) catches specific elements and unexpected

events; and (5) has results which are easily understood by the reader and immediately intelligible as they speak for themselves. It is similar to Geertz's statement (1973, cited in Cohen *et al.*, 2005:182) which maintains that case study approach gives us clear and rich descriptions of how something is like in a way that the events and situations speak for themselves rather than be dominantly interpreted by the writer.

In this research, the case study approach was used to investigate the implementation of PBL in young learners classrooms, particularly the techniques and the procedure that the teacher uses, how it fits to the students, and how the students respond to it.

### **3.2 Site and Respondents**

The research was conducted in a private elementary school in Bandung. This school was chosen due to two reasons, firstly because it has a good partnership with Indonesia University of Education and secondly because the school claimed that Project-Based Learning Approach was implemented in English lessons.

In this research, the observations were conducted in class-3A which consists of 30 students. In regard to their ages, which were 8 to 9 years old, they belong to the second sub-group mentioned by Scott and Ytreberg (1990:4) or older learners suggested by Pinter (2006:2).

In addition, the respondent of this research was a 23 year-old male teacher who teaches English in 3A. He was a student-teacher from Indonesia University of Education (UPI) who has been implemented PBL approach.

### 3.3 Data Collection

According to Lodico, *et al.* (2006:269), there are three main instruments to gather data in case study, namely: (1) observations, (2) interviews, and (3) documents analysis. The use of more than one instrument is for triangulation which functions to gain validity and reliability (Campbell and Frinske, 1959 cited in Cohen, *et al.*, 2005:112). Therefore, this study employed observation, interview, and document analysis for that purposes.

#### 3.3.1 Observation

Observation enables researcher to understand the subject being studied from the participants' perspectives (Hatch, 2002:72). Elsewhere, Spradley (1980, cited in Hatch, 2002:73) sees observation as a means for people to recognize new social situations and to understand social behaviors of others.

In addition, Patton (1990, cited in Hatch, 2002:72-73) identifies several advantages of gathering data through observations. Some of them are: (1) researcher has the opportunity to gain the real sights of how something happens and get some sensitive information in the setting which participants may be reluctant to discuss in interviews; and (2) researcher can get close to what being studied so that in case s/he has the same experience, s/he can add it to the data analysis later.

In this occasion, the writer became non-participant observer who was present in the scene of action but did not interact or participate. The role of this kind of observer is to sit at the back of the classroom, take notes of everything

happens during the observation by means of field notes or certain observational checklist (Cohen, *et al.*, 2005:187).

The observations were undertaken five times and lasted for 70 minutes per each meeting and were recorded by using a handy camera by professionals help. These observations were conducted to observe how the teaching learning process in PBL classroom for young learners was conducted, particularly the speaking activities conducted by the teacher and how the students responded to the activities. Table 3.1 presents the observations' schedules.

The teacher in this research conducted a project within 5 weeks in the classroom. The title was "Indonesian Traditional Clothes Fashion Show". In this sense, the students were expected to make a scrapbook presenting about Indonesian traditional clothes at the end of the project. Detail syllabus and lesson plan can be accessed in appendix G.

**Table 3.1**  
**Observation Schedule**

No	Date	Topic
1 <sup>st</sup>	September, 13 <sup>th</sup> 2012	Planning Fantastic Fashion Shows
2 <sup>nd</sup>	September, 20 <sup>th</sup> 2012	Planning Fantastic Fashion Shows (part 2)
3 <sup>rd</sup>	September, 27 <sup>th</sup> 2012	King Eddie's Family
4 <sup>th</sup>	October, 11 <sup>th</sup> 2012	King Eddie's Fashion Show
5 <sup>th</sup>	October, 18 <sup>th</sup> 2012	Choosing Indonesian Traditional Clothes

There were two instrument employed in this study during the observation, namely field notes and observation checklist. The first one was used to record everything happened in the observation. In this case, the writer watched and listened everything to be written in the field notes (*see* appendix A for the result). Here is the example of the field notes used in this study.

**Table 3.2**  
**Field Notes Format**

No	Week-n	
	Activities	Notes
<b>A. Pre-Activity</b>		
n.		
<b>B. Main Activity</b>		
n.		
<b>C. Post-Activity</b>		
n.		

Next, the observation checklist was used after the observations were recorded. It was used to identify the speaking activities conducted by the teacher in each meeting. The checklist was based on theories from Brown (2001a, 2004b) related to classroom speaking performance. This study did not only focus on listing the activities but also noted how the teacher conducted the activities as well as how the students responded to each activity. Table 3.3 presents the observation checklist.

### 3.3.2 Interviews

In many qualitative studies, interviews are used to be the primary or only instrument to collect data. They reveal information which does not appear in the observation. Therefore, they enable researcher to gain participants' perspective more deeply when used together with observations (Hatch, 2005:91).

In this research, *structured interview* was employed to the English teacher. According to Hatch (2005:94), *structured interviews* are a kind of interview in which the researcher has the responsibility to lead. It is conducted in a given set of time and mostly recorded on tape.

The interview which was a means of answering the first and second research questions was conducted on Monday, October 1<sup>st</sup> 2012. The teacher was asked several questions related to his reason for implementing the approach, the purposes in conducting the activities and the difficulties he had while he was implementing the approach and conducting the activities. Table 3.4 reveals the questions which were asked to the respondent including the objectives.

**Table 3.3**

**Observation Checklist: Speaking Activities Conducted by Teacher**

No	Speaking Activities	Yes	No	Notes
<b>A. Imitative:</b>				
1.	Drilling			
<b>B. Intensive:</b>				
2.	Directed Response			
3.	Read-Aloud			
4.	Sentence/Dialogue Completion			
5.	Oral Questionnaire			
6.	Picture-Cued			
7.	Translation (of limited stretches of discourse)			
<b>C. Responsive:</b>				
8.	Question And Answer			
9.	Giving Instruction And Directions			
10.	Paraphrasing			
<b>D. Interactive: Transactional (dialogue)</b>				
11.	Interview			
12.	Discussion			
13.	Games			
<b>E. Interactive: Interpersonal (dialogue)</b>				
14.	Conversation			
15.	Role Play			
<b>F. Extensive (Monologue)</b>				
16.	Oral Presentation			
17.	Picture-Cued Storytelling			
18.	Retelling A Story			
19.	News Event			
20.	Translation (Of Extended Prose)			



**Table 3.4****Interview Guidelines**

No	Questions	Objectives
1.	How long have you taught English for young learners?	To know the respondent experience in TEYL
2.	Why are you interested in teaching young learners?	To reveal the reason for teaching young learners
3.	Which skill do you think need to be emphasized in teaching English to young learners? Why?	To understand the respondent view of English skill
4.	What approach do you use in teaching that skill?	To find out the approach being used
5.	Why do you choose that approach over other approaches in teaching speaking to young learners?	To understand the respondent's reason in choosing the approach
6.	Do you have any difficulties in implementing the approach? If so, could you explain it?	To examine the difficulties in applying the approach
7.	How do your students react to the approach?	To know the students' reaction of the approach
8.	What are speaking activities that you conduct in teaching speaking to your students?	To discover kinds of speaking activities provided by the respondent
9.	What are your purposes in conducting those activities?	To explore the purposes of choosing those activities
10.	Do you think those activities encourage your students to speak during the lesson? How?	To examine the effect of the activities to students' output
11.	Do you find any difficulty in applying those activities in your classroom? If so, what is your strategy to cope with those problems?	To find out the difficulties faced by the respondent
12.	Do you have any suggestions for teacher who will apply or who are applying the same approach?	To discover suggestion for improvement in the implementation of the approach



### 3.3.3 Documents Analysis

Patton (Hatch, 2002:117) sees documents as important sources that show how the value system within an institution operates. They provide the written record of official activity and also planning process of certain institution.

In this research, the teachers' lesson plans during the five weeks of observations serve as the basis for the documents analysis (*see* appendix G). This process was employed to support the triangulation of the data.

## 3.4 Data Analysis

Creswell (2008:244-261) suggests that before analyzing qualitative data, researcher must do several preparations which include:

### 1. Data Organization

This stage includes the organization of the data into files and folders based on the type of the data, (e.g. interviews, observations, or documents analysis), the process of making the table or matrix to display the data, and keeping copies of all the data.

### 2. Data Transcript

Transcribing the data is the process of converting any forms of data into text data (Creswell, 2008:246). The researcher is allowed to choose whether to transcribe them alone or hire transcriptionist. In this case, the writer hired a transcriptionist.

### **3. Means for analysis**

After that, the writer decided to analyze the data manually instead of using computer program. The reasons were because the data were not too large and here the writer wanted to be close to the data as what Creswell (2008:246-247) has suggested in his book.

Following this, a preliminary analysis of the data was conducted through several steps, namely:

#### **1. Exploring the Data**

This was done to gain the general sense of the data, nothing ideas, and think whether the writer needed more data. In this step, the writer found that the data from the interview did not answer all the questions. Thus, the writer conducted another interview on October, 26<sup>th</sup> 2012 from which all the questions were answered. In writing the interview transcript and findings, the writer combined it from the first and the second interviews.

Besides, some of the observation transcripts were not presented in very detail in terms of the teachers' and the students' talk. It made me difficult to synchronize the transcripts with the field notes. It was indeed needed in providing the evidence for the findings. To cope with this situation, the writer then watched the entire videos of the observations, so that the incomplete detail could be covered.

## **2. Coding the Data**

“Coding is the process of segmenting text” to create the descriptions and main ideas of the data (Tesch, 1990; Creswell, 2003, as cited in Creswell, 2008:251). In this sense, the writer started the process with reading the whole transcripts from both observations and interviews. While doing this, the writer noted some important points in different file from which the writer developed themes.

## **3. Developing Themes**

The next stage was developing theme which was done in order to answer the two research questions. This process create in-depth understanding of the phenomena being investigated (Creswell, 2008:254).

## **4. Layering and Interrelating Themes**

Layering and interrelating themes is important to provide rigorous insight of the findings (Creswell, 2008:259). Therefore, the writer did these processes to make the reader see the development of the finding from general to detail.

## **5. Reporting Findings**

Finally, the process of reporting findings can be done. In this research, narrative discussion was used. Narrative discussion, as what Creswell (2008:262) suggested is the most common form of reporting findings in qualitative research in which the writer summarized the findings from the data analysis in detail.

### 3.5 Concluding Remark

This chapter describes the statement of problems, research design, site and respondents, and also the process of gathering and analyzing the data. The following chapter will describe the findings and the discussion of the research.

