CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the methodological aspects are presented. Three main aspects of the research will be discussed: firstly, research design; secondly, data collection method; and lastly, data analysis method. The qualitative design is used in this research by employing a case study. The two instruments of data collection; observation and documentation, are also used to collect data and information to answer the research question.

3.1 Research design

Case study was employed to answer the research question. This is relevant to Meriam's (1988) and McMillan and Schumacher (2001) statement that case study can be classified as an evaluated study because it involves description, explanation, and judgments people's individual and collective social actions, beliefs, thoughts, and perceptions. It is also in line with Geertz 1973's study (as cited in Cohen et al., 2007, p. 254) who says that case study attempts to portray 'what it is like' to be in a particular situation, to catch the close up reality and 'thick description' of participants' experiences and thoughts about and feelings for a situation. Related to the Geertz's statement, Dyer (1995) also adds that case study encloses descriptive and detailed, with a narrow focus, combining subjective and objective data (Cohen et al, 2007, p. 254).

In addition, case study has several categories which are classified by Yin (2009); they are exploratory, descriptive, and explanatory case studies. In this research, the writer focused on descriptive case study. Descriptive case study sets to describe the natural phenomena which occurs within the data in question (Zainal, 2007), for instance, this study found out what teacher's preparation before

teaching and also teacher's activities before, during and after storytelling in the classroom.

Besides, in this research, the writer also acted as participant observer because she held the position of the teacher as well in the classroom. It is line with Cohen, Manion, and Morisson (2007) who state that:

> The writer stays with the participants for a substantial period of time to reduce reactivity effects (the effects of the researcher on the researched, changing the behavior of the latter), recording what is happening, while taking a role in that situation. In schools this might be taking on some particular activities, sharing supervisions, participating in school life, recording impressions, conversations, observations, comments, behavior, events and activities and the views of all participants in a situation. (p. 404)

Being a participant observer might be heard so hard, but on other side, it has several advantages. According to Bailey (1994, p. 243–4) cited in Cohen, Manion, and Morisson (2007, p. 260), there are several natural advantages in participant observation approach. Firstly, in observation studies, investigators are able to determine ongoing behavior as it occurs and are able to make appropriate notes about its relevant features. In this research, the observation sheet was filled during teaching-learning process by the teacher's assistant. Secondly, because case study observations take place over an extended period of time, in this case, the writer could develop more intimate and informal relationships in or out of classroom with children, generally in more natural environments than those in which experiments and surveys are conducted.

Even though participant observation has a lot of advantages or benefits, it has also limitation. The writer, who is acted as the teacher, raised subjectivity of the research's result. To avoid the bias, Rajendran (2001) suggests using the process of data collection to reduce the elements of bias. The examples of data

collection used were observation of the classroom teaching and learning process, document analysis, and journal notes. The data above were put in Chapter 4 as evidences of the research. Moreover, the e-Book of Participant Observation (Ch. 3, p. 93) shows a list of the common types of data collected during participant observation and the advantages and disadvantages of each.

Data Type	Descriptions	Pro and Con
Observation notes/video/audio	▪ The baseline for participant observation, notes, and recordings. ▪ Written/transcribed/digital record of what the writer saw, heard, or felt during the observation period.	▪ Very open to emergent data, little or no instrument bias. ▪ Can be difficult to capture in some venues, time consuming to analyze, subject to the bias of the researcher regarding what to note or record.

Table 3.1 A List of Common Types of Data Collected

Related to the data collection shown above, two techniques of data collection were used in this research to get the required data; they are observations (comprising the journal notes and transcripts) and documentary data from video taken during teaching-learning process. In this context, classroom observation was conducted to look into some activities performed in teaching vocabulary through storytelling. Documentary data from video taken was utilized to help the writer easier to transcribe the activities during teaching-learning process into written form.

3.2 The Research Site

The study was undertaken at TK Bianglala Bandung. The first reason for choosing this level is that teaching English in kindergarten level has been wrestled by the writer for more than a year so it makes her easier to do the research in the same level of this school. Based on the information gathered from the Bianglala teachers, the teaching-learning process has been focused more on memorizing and mentioning vocabularies through song, game, and direct translation. Here, storytelling was never applied as an activity to improve children's vocabulary, so it was a challenge for the writer to apply storytelling in the classroom as a new activity.

Another reason for choosing this school was familiarity because the teacher had practiced teaching English for some meetings in Bianglala Kindergarten. So, she has been familiar with the school and the students. Therefore, it was expected that there would be natural performance in the instructional process during this research (Emilia, 2008).

A purposive sampling was used in this research. According to Arikunto (2006), purposive sampling is the technique of sampling used by the writer that concern on some consideration (limitation of time, energy, and fund) in order to acquire a certain objective. Thus, to make the observation conducted by the writer ran effectively, 5 out of 18 students in a class were taken as participant. They were kindergarten students whose ages range between 4 and 4,5 years old that had mostly the same English language level. The name of the class was Biola class at Bianglala Kindergarten, Bandung. It belongs to a small class. It is aimed to make the teacher easier to manage the class. Regarding the small class used, Fraenkel and Wallen (1990) states that a case study also can be learnt from studying just one individual, one classroom, one school, or one school district. Similarly, Emilia (2005) states that a case study design is employed in a small scale or a single case which focus on one particular instance of educational experience or practice. Thus, it can be concluded that these are single-site studies where there is

natural socio-cultural boundary and face to face interaction encompassing the person or group (McMillan & Schumacher, 2001, p. 389).

3.3 Data Collection

To collect the data, the writer relied on qualitative method to find out the teacher's way to teach vocabulary to Kindergarten students through storytelling by using picture books. Classroom observation and teacher's journal were being the main sources of data collection and each of which is described below.

3.3.1 Classroom Observation

Observation is a technique of collecting data which is fundamental and important in qualitative research (Marshall & Rossman, 2006 as cited in Furqon & Emilia, 2010). It belongs to one of the characteristics in case study. In this research, observation was used to record the teacher's implementation of picture books in teaching vocabulary though storytelling. In this research, the main aspects of classroom observation became the writer's priority scale to observe. The main aspects, here, were preparation before teaching and in class activities. The preparation comprised designing lesson plan, selecting appropriate picture books, and setting seating arrangement. The stages of 'in class' activities included before, during, and after storytelling session. Before storytelling section, introducing new vocabulary through games and song and assessing children's vocabulary through naming the objects and producing well pronunciation and intonation were presented. During storytelling section, telling story by using picture books and children's involvement in joining storytelling activity were also writer's consideration to observe. After storytelling section, reviewing vocabularies were given through question-answer session, games, and video was continually applied. Then, pictorial attitude scale for kindergarten level was chosen as an assessment tool. It was aimed at helping the writer deeply know the

children's feeling toward the today's lesson. The aspects mentioned above are formulated as follow,

OBSERVATION FORMAT

No	Teaching Activities	Focus	Detail
1	Preparation (Before Teaching)	▪ Designing lesson plan ▪ Selecting picture books ▪ Setting seating arrangement	
2	In Class Activities	Before storytelling	▪ **Introducing new vocabularies** (games and song) ▪ **Assessing children's vocabulary** (identifying/ naming objects by using picture cards, producing well pronunciation and intonation)
		During storytelling	▪ **Telling the story by using picture books** ▪ **Assessing children's involvement in storytelling session**
		After storytelling	▪ **Reviewing vocabularies** (question-answer session, games, and video) ▪ **Assessing children's feeling about today's activity** (Pictorial Attitude Scale for Kindergarten Level form)

Table 3.2 Observation Aspects

3.3.2 Teacher's Journal

The use of teacher's journal helps the writer to observe what challenges generally the teacher faced in preparing the class, before, during, and after storytelling session. The journal itself is indicated as one of several approaches to

narrative inquiry method (Conelly & Clandinin, 1999 cited in Cohen et al., 2007). Narrative inquiry was used in this research as the reflexive process of moving from field (with starting points in telling or living of stories) to field texts (data). Clandinin & Huber (in press) also add, from their journal entitled *Narrative Inquiry*, that field texts can include transcripts of conversations, journal notes, family stories, memory box artifacts, photographs and other texts that are composed by narrative inquirers and participants to represent aspects of lived experience. In line with Clandinin and Huber (in press), Cohen et al. (2007) also assert that journal notes, diaries, and field note can be taken as the writer's documentary. In addition, Lincoln and Guba (1985, p. 327) cited in Cohen et al. (2007, p. 407) indicate three main types of item that might be included in a journal:

- A daily schedule, including practical matters (e.g. logistics)
- A personal diary, for reflection, speculation and catharsis
- Notes on and a log of methodology.

In this case, the journal note was chosen to record issues, ideas, difficulties, etc that arise during the fieldwork (Spradley, 1979; Kirk & Miller, 1986 as cited in Cohen & Morrison, 2007)

The journal notes were collected at the end of each storytelling session. The activities happened during teaching-learning process were portrayed in these notes. Merriam, Bogdam and Biklen (1992) assert that private documents such as journal notes, diary or letter enable a writer to obtain the language and words of informants, represent the data that are thoughtful in that informants have given attention to compiling. This was aimed to facilitate the writer to find out what she experienced and felt during the teaching-learning process. The form of teacher's journal is presented below.

TEACHER'S JOURNAL

Meeting :

Date :

_____

_____

_____

_____

_____

_____

Adapted from Fraenkel, J. R & Wallen, N. E. (1990). How to Design and Evaluate Research in Education (2nd ed), p.538-539.

Figure 3.1 The Form of Journal Note

3.3.3 Documentary Data (classroom transcription record)

In this research, classroom records were conducted for six sessions that took thirty minutes for each in which the writer acted as a teacher. By doing so, the writer of this research was able to implement every activity that has been set out to be observed (Cohen et al., 2007). During the activities the video-recorder was used to take on everything that was going on the teacher's class until the class finished. In videotape transcription, the writer was allowed to comment on all of the non-verbal communication because it is a matter of interpretation, for instance, of what a long pause is, what a short pause is, the respondent feels happy or it is just a 'front', or why the storyteller suddenly burst into tears (Cohen et al., 2007). The audio and video recording, here, was afforded to transcribe what occurred in setting and played it over and over. This was very useful in the analysis process. Additionally, the statement is also supported by Yin (2009, p. 93) that these transcripts can be conducted to increase the reliability of observational evidence.

After the video had been taken, the things occurred (verbal or non-verbal communication) were transcribed in to a form as follow.

TRANSCRIPT OF TODAY'S SESSION
(date)

Teacher	
Ss	
Teacher	
Ss	
Teacher	
Ss	
Teacher	
Ss	
Teacher	
Ss	
Teacher	
Ss	

ETC.

Figure 3.2 Transcript Form

On other hand, the video recording was also used to measure whether the lesson plan made and the real teacher's implementation in the classroom had generally succeed to be applied or not. The lesson plan, here, belongs to documentary data as teacher's preparation before teaching. In this research, the lesson plan format made was adapted from Wright's style (2009) on his activities book, *Storytelling with Children*, because his style was simpler, straight to the point, and it made the teacher easy to arrange the steps of storytelling activities. Actually, there is no exact format for lesson plan; it depends on the trainer and the course because basically all plans have the same component (Harmer, 2003). In designing lesson plan for storytelling, according to Wright (2009) there are some points to be provided; they are about what level of children are, how long the whole activity takes time (time management), what materials needed, the preparation before teaching, and the activities 'in class' which consists of activity before, during, and after storytelling. Sometimes, he puts some variation activities

based on the topic to make the activity more fun. The form of lesson plan can be seen as follows.

Lesson Plan

LEVEL
AGE
TIME
LANGUAGE

PREPARATION

IN CLASS

FOLLOW-UP 1

Source: Wright, A. (2009). *Storytelling with Children.(p. 1-100)*

Figure 3.3 Lesson Plan Form

Besides, not only the lesson plan but assessment tools also were provided to assess children's vocabulary through assessment sheet and their feeling toward the today's lesson through Pictorial Attitude Scale for Kindergarten Level. According to Harrington, Billman, and Sherman in Wortham (2005, p. 93), observation can be used for three major purposes: (1) to understand children's behavior, (2) to evaluate children's development, (3) to evaluate learning process. Therefore, the assessment sheet was assessed in each meeting by the teacher's assistant during teaching-learning process. The teacher's assistant, here, was acted as non-participant observer. She observed the phenomenon of the classroom activities between the teacher and children. It is in line with the view of Cohen, Manion, Morisson (2007, p. 259) that the best illustration of the non-participant observer role is perhaps the case of the researcher sitting at the back of a classroom coding up every three seconds the verbal exchanges between teacher and pupils by means of a structured set of observational categories. Different with

participant observer, non-participant observer had no contact with the writer, but she watched and recorded through video recorder the phenomenon during teaching-learning process in the classroom. The statement is in line with the journal of *Nonparticipant Observation* by Liu and Maiitlis (n. d.) which asserts that non-participant observer obviously has limited interaction with the researched because s/he does not participate directly in the activities being observed. The observation plan worked by non-participant observer in this research can be seen on the figure below.

ASSESSMENT FORMAT

Location/class :

Observer : Ms.

Date :

No	Name of students	Vocabulary Improvement					Comments
		1. Naming object	2. Pronunciation and intonation	3. Getting involved in storytelling	Total		

Scales:

1 = **limited**, always need guidance; 2 = **below expectation**, frequently need guidance; 3 = **average**, sometimes need guidance; 4 = **above expectation**, rarely need guidance; 5 = **outstanding**, need very limited or no guidance

Adapted from Wortham, S. J. (2005). Assessment in Early Childhood Education, p. 132

Figure 3.4 Children's Assessment Sheet

Therefore, Pictorial Attitude Scale for Kindergarten Level was collected at the end of each storytelling activity. They represented the resource of information to know students' feelings toward teaching vocabulary through storytelling by using picture books as Phillips (1993) and Wortham (2005) state that the teacher can ask the children to draw the face that reflect how they felt about the activity. In this study, the teacher asked the students to color a happy face when they liked the lesson and color a sad face when they dislike the lesson. The modification from drawing to coloring was conducted by considering the limited time of the lesson.

Pictorial Attitude Scale for Kindergarten Level

How is your feeling toward today's lesson?

Name:	

Adapted from Wortham, S. J. (2005). Assessment in Early Childhood Education, p. 139. Fraenkel, J. R & Wallen, N. E. (1990). *How to Design and Evaluate Reasearch in Education (2nd ed), p. 104*

Figure 3.5 Pictorial Attitude Scale for Kindergarten Level

3.4 Data Analysis

In case study design, the data are focused on one phenomenon, which the writer selects to understand in depth regardless of the number of participants for the study (McMillan & Schumacher, 2001, p. 398). Moreover, the data analyses also were conducted as simultaneous action during the collection stage. As Maxwell (1996) suggests that the data analysis is carried out as soon as the

observation is done otherwise it will lose visual details that might important and be forgotten if it is postponed too long. Data analyses and interpretation were based on data mainly from observation that consist of transcript; classroom observation; and the teacher's journals. Thus, all data was transcribed and subsequently categorized and interpreted in a strong body of information (Alwasilah, 2002, p. 229). In this case, the categorization and interpretation are described by the frameworks below.

Categorization

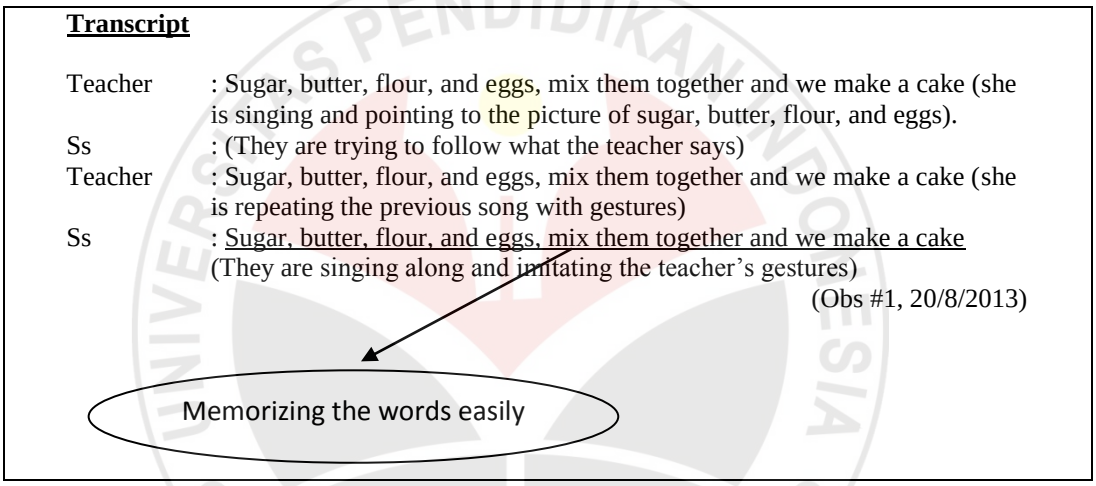

Figure 3.6 Example of Forming Categories from the Excerpt of Transcript

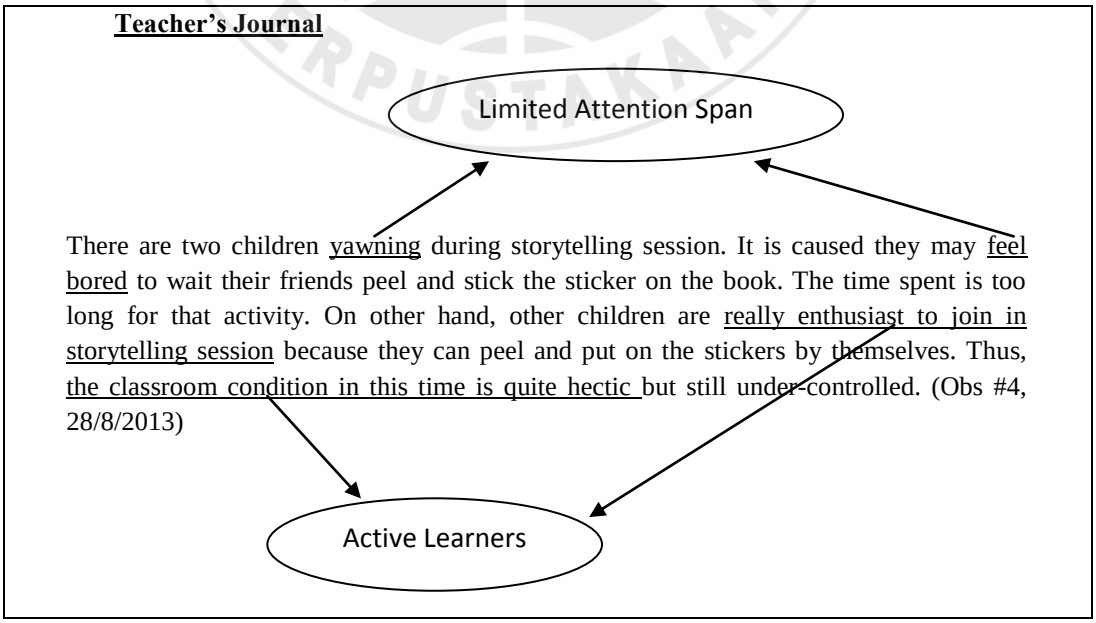

Figure 3.7 Example of Forming Categories from the Excerpt of Teacher's Journal

Interpretation

General Procedures for Planning Story-Based Work	Stage
✓ **Designing lesson plans** The teacher made some lesson plan to maximally organize the activities that are going to be applied in the classroom. ✓ **Selecting appropriate picture books** The picture books were selected carefully based on the length, the picture of the book, the amount of text per page, the size, the quality of the book, the variety of the book tends to be closer to daily life topic, the plots, the character, the theme, the writing style, and content of the book, such as rhyme, repetition, and humor. ✓ **Setting seating arrangement** U-shape was being favorite seat arrangement in storytelling session.	**1** **Preparation before Teaching**
✓ **Introducing new vocabulary** Introducing new vocabularies to kindergarten students could be implemented through song and games. Moreover, children's vocabulary mastery could be assessed by using big pictures cards.	**2** **Before Storytelling Activity**
✓ **Telling story** The teacher tried to deliver the story very well. ✓ **Asking children to join in the storytelling session** Hiding or even pointing interesting pictures of the picture book brought was the teacher's strategies to make children curious with and want to join in the storytelling activity.	**3** **During Storytelling Activity**
✓ **Reviewing children's vocabulary** The teacher provided question-answer session, games, or watching video as well after storytelling activities. ✓ **Knowing children's feeling about today's storytelling session** 'Pictorial attitude scale for kindergarten level' was always provided and given to know children's feeling of the lesson by requesting them to express what they thought of it by coloring the smiley face (happy or sad).	**4** **After Storytelling Activities**

Adapted from *Brewster, J & Ellis, G. (2003). The Primary English Teacher's Guide (2nd ed). p. 194-195*

Table 3.3 Framework of Teaching Procedures