CHAPTER III

METHODOLOGY

This chapter provides the explanation with regard to the methodology used in this study. It elaborates the research design, the involved participants, data collection, data analysis, and data triangulation.

3.1 Research Design

The study employed a qualitative inquiry under a case study research approach. A case study was intended to provide a deep understanding towards a phenomenon through exploring processes, activities, and events in its natural context (Creswell, 2014). The study selected a case or a bounded system (or multiple cases) to be intensively and holistically investigated involving various sources of information. A single case can be an individual, a group (a class, an office or a family), an institution (a school, children's home, a factory), or large-scale communities or social units (Creswell, 2014; Duff, 2008). In this case, this study aimed to explore educational policies at an Integrated Islamic Elementary School in Bandung which enacts Bilingual Education (BE). It encompassed the practice of BE and its challenges. A single case which is a bilingual classroom, was selected to be deeply explored.

3.2 Participants

The study was conducted in a private school namely Integrated Islamic Elementary School in Bandung. A bilingual classroom and the teacher were purposefully selected to participate in the study (Creswell, 2014). The level of classroom was determined by the teacher. In this study, an experienced bilingual classroom teacher was selected with the assumption that the teacher had sufficient information and knowledge on BE and how it was implemented in the school. In addition, this study also involved the school policy makers who were the principal and the chief of bilingual program - the vice principal.

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3.3 Data collection

The data were collected through classroom observations, interviews, and document analysis. Involving multiple sources of information and spending significant time in the natural setting to collect the information are the nature of many qualitative studies (Creswell, 2014). The three data collection techniques were intended to provide ample information which are relevant to educational policy of BE.

3.3.1 Classroom observation

Classroom observation was conducted by recording the activities in the research site in order to gain explicit information (Menter, et al., 2011; Creswell, 2014). The study employed non-participant observation to explore the practice of BE in a science classroom. The type of observation was intended to gain the real classroom situation.

The observation was also equipped with field notes, video, and diaries to record anything that happened during the learning process. Along the way, the teacher was occasionally interviewed and asked for discussions whenever needed. The following were several issues prioritized during classroom observation based on the European Framework for CLIL teacher education (Mehisto et al., n.d.). The study did not only focus on the activities done in the classroom but also the whole elements of the program including school policies. There are two main components enveloping the overall structure of the framework: 1) target professional competences, and 2) professional development modules. However, the study only focused on target professional development to obtain the data from the classroom observation.

3.3.2 Interview

Interview is the second data collection procedure employed in this study. Semi-structured interview was chosen in order to build a connection with the participant (Menter et al., 2011). The interview was conducted to obtain the data related to the policy of BE, the challenges encountered by the school policy makers and the teacher in creating and implementing BE policy.

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The study used semi-structured interview. The interview mainly followed but not limited to the pre-structured questions. In other words, it was flexibly adjusted to the participants. Several open-ended questions were used to explore policy implementation, practice, and the challenges in BE practice by interviewing the school policy makers and the teacher.

3.3.3 Document survey

Aside from the interview and classroom observations, the study also collected data from documents that were relevant to the policy and the practice of BE. The documents are the school's vision and mission, school's programs, the method of assessment and learning process. All the documents were taken from the school's website and student reports.

3.4 Data analysis

Data on the implementation of BE were taken from the observations. The policy and challenges encountered by the teacher in implementing BE were taken from interviews and document survey. Meanwhile, the challenges encountered by the policy makers were taken from interviews.

3.4.1 Observation analysis

The focus of classroom observation was to investigate how the teacher put the policy of BE into practice in her Science classroom. The data was analysed using the European framework for CLIL teacher education, which was adapted from Mehisto and Wolff (n.d.), Wolff (2012, and Coyle et al. (2010). It emphasized on the target professional competences in order to examine the teacher's professional competences during implementing BE. It involved various competences related to teaching content through English which are content and language awareness, methodology and assessment, learning resources and environment, and classroom management. The data on how the teacher implemented the policy was also analyzed to see how the policy and practice are interwoven.

3.4.2 Interview analysis

Data taken from the interviews were analyzed through several steps of analysis. First, the data were transcribed. It involved familiarization of the data which was done by listening the recordings and transcribing the data in order to get the most relevant content and key issues. After that, the transcripts were analyzed through the process of sorting and coding. In this step, the data where categorized into themes following the research questions and theoretical framework related to BE. The themes related to the policy in BE encompasses the goal, student selection criteria, teacher selection criteria, model, curriculum, evaluation, teacher development, and language proficiency (Cenoz, 2015; Cenoz et al., 2014; Coyle et al., 2010; Dalton-puffer, 2011; Dalton-puffer & Nikula, 2014; Mehisto et al., n.d.; Wolff, 2012). On the other hand, the data related to the teacher's challenges and the policy makers' challenges were sorted and coded. Coding and sorting were done based on themes or categories. Finally, the date were interpreted to be discussed further (Cohen, Manion, & Morrison, 2005).

3.4.3 Document analysis

As mentioned earlier, the documents used in this study were focused on the school policy on BE. The documents are the school's vision and mission, the school history, the first implementation of BE policy, the school events and programs, the teacher profiles and training, the school website and social media, the school curriculum, teachers meeting documents, and lesson plans. The analysis referred to the characteristics and the models of bilingual education (Cenoz et al., 2014; Dalton-puffer, 2011; Lasagabaster & Sierra, 2010) and the categories of BE policy.

3.4 Triangulation

The data in this study were taken from multiple interlinked sources which involved interviews, document surveys, and classroom observations in order to validate the results.
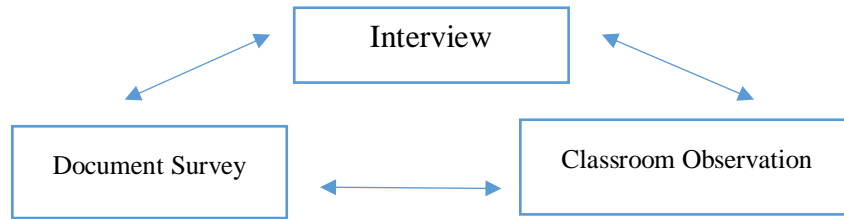
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Figure 3.1 Data Triangulation