CHAPTER III

RESEARCH METHODOLOGY

This chapter presents detailed discussion of methodology of this study. The discussion begins with identifying the research method used in this research and the reasons underlying it. Next, the site, respondent and data collection techniques covering questionnaire, interview and observation were discussed. Finally, data analysis techniques were also presented in this chapter.

3.1 Research Method

This research employed an exploratory qualitative research design using the main instruments to collect data by observing the natural setting of classroom interaction. Exploratory research is aimed to investigate new or uncommon phenomenon of which little is known, guided by a general interest or to prepare further study, or to develop the methods (Deflem, 1988). Exploratory study includes in qualitative research because it has two distinguish phases: simplification of observations and interpretation of results (Alsuutari, 1993). Qualitative research aims to understand the meaning of individuals have attached to a certain phenomenon they have experienced (Merriam, 2009). Thus, exploratory qualitative study is chosen in this study.

3.2   Sites and Participant

The subjects of this research were Junior Talk students of Speak Up! English Course, Bandung. There were several reasons why the researcher chose them as the subjects of this research. First, it is an informal institution that accepts the use of new strategies in order to achieve the best goal of learning language. Second, it provides proper facilities to support the teaching and learning process in the classroom. Third, it has a good teaching syllabus as guidance in teaching learning process based on the four skills that the students must have. The last, it has few students in each class. It helps the researcher apply this approach, besides the teacher is very flexible and supportive. It helps the researcher share knowledge about Language Experience Approach. Based on these facts, the researcher chose Junior Talk students of Speak Up! English Course Bandung to find out how far they pay attention to their own reading skill.

3.3   Data Collection Techniques

In collecting the data several techniques were employed as follows: (a) observation, (b) interview, and (c) questionnaire. It is in line with Sugiyono (2008) stating that data collecting in qualitative research emphasizes on observation, interview and documents. Each of these data collection techniques are discussed below.

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3.3.1 Observation

Observation was used in this research as it is possible to record behavior as it is happening (Merriam, 1991). Data from observation were obtained from researcher's field notes before and during application of Language Experience Approach. The researcher's notes can be seen in Appendix B.

.The observation was conducted in twelve meetings. It was started from 26th October 2011 and finished on 5th December 2011. The researcher acted as non-participant observer who did not get involved in the activity (Fraenkel and Wallen, 1990)

Things happening during the teaching learning process by using Language Experience Approach were recorded in researcher's field notes. Observation helps researcher increase her sensitivity to the class and also gives effect and influence for students (Allwright, 1988 as cited in Emilia, 2005).

3.3.2 Interview

Interview sessions were conducted with different respondents in different times. The purpose of the interviews was to capture precise data of a code able nature so as to explain behavior within pre-established categories, whereas the latter attempts was to understand the complex behavior of members in society without enforcing any priori categorization that may limit the field of research (Fontana and Frey 2005, pp. 706).

The interview to the teacher was held three times and it was semi-structured interview with open-ended types of question. The first interview was aforty five-

minute interview and held before the implementing of Language Experience Approach. It was intended to find out teacher's strategy in teaching reading and gain more information of Language Experience Approach. The second interview was a thirty-minute interview and held during the implementation of Language Experience Approach. It was aimed to gain teacher's responses toward the use of Language Experience Approach in the classroom. The last interview was a thirty-minute interview and held after the research finished. It was aimed to gain more of teacher's responses about the weakness, strength and suggestion in encountering the problem of implementing Language Experience Approach in the classroom.

The interview to the students was conducted twice by using semi structured-interview with open-ended questions. The interviews were aimed to gain students' responses before and after the implementation of language Experience Approach in the classroom.

Semi structured type of interview was employed in this research to explore as depth as possible the respondents' experiences, views or feelings although the interviewer has topic in mind, the direction of the interview is largely determined by the speaker (Richard cited from Crocker, 2009: 185). However, interview guidelines had been prepared beforehand by the researcher. It was emerged by the question happened during the observations. The interview guide line can be seen in appendix B. Notes and audio-taping were used complementary.

3.3.3 Questionnaire

Questionnaires were administered to acquire additional information related to teacher and students' view and response toward the use of Language Experience Approach. The questionnaires were also conducted to find out the strengths and weaknesses of using Language Experience Approach as a teaching method..

There were differences in the questionnaires for teacher and students. The questionnaires for teachers used open-ended questionnaire type. It was aimed to discover teachers' information about Language Experiance Approach and other teaching reading methods they apply.

Researcher used different types of questionnaire to teacher and students. The questionnaire for teacher used open-ended questionnaire. Open-ended questionnaire was intended to get factual information, explain a prior knowledge and establish knowledge (Ballou, 2011).

Researcher used closed-ended questionnaire type for students. Colorado State University (2001) suggests closed-ended questions to be more specific, thus more likely to communicate similar meanings and focus on the problems. The respondent marked Y (Ya) if they agree, K (Kadang) if they do not sure about the answer and T (Tidak) if they do not agree. The questionnaire also used to show students' response toward the strengths and weaknesses of Language Experience Approach. The questionnaires can be seen in Appendix B.

Questionnaire was good to ask feedback to promote higher validity, the researcher asked feedback from the supervisors. It was aimed to check the validity of the questionnaires (Alwasilah, 2002)

3.4 Data Analysis

The data were analyzed qualitatively supported with quantitative data to answer the research questions. The qualitative data gathered from interview and observation. However, the data gathered from questionnaire were analyzed quantitatively. Since this research applied several data collection techniques, the triangulation is used to analyze the data.Triangulation has several advantages. These advantages are: (1) to reduce the limitation in some certain methods and data source, (2) to increase the validity of the conclusion so that it results in broader coverage (Alwasilah, 2009). Data analysis of each technique will be explained below:

3.4.1 Observation

The data gained from observation were recorded into field notes and analyzed in order to explore the implementation of Language Experience Approach as a method in teaching reading for young learners. The teacher's and students' response toward the implementation of Language Experience Approach were investigated through their interaction and behaviors toward the teaching process. The data from observation were analyzed to several stages as follows:

1. Record complete events happened in the classroom into notes which recorded teacher's preparation, the presentation of material, students' activities and interaction between teacher and students during the teaching process.

2. Analyze and interpret the information about teacher and students' responses and activities related with the research questions

3.4.2 Interview

The data from interview were gained from the voice record. In analyzing the data, the researcher used these steps:

1. Transcribing the data from interview into written text.

2. Analyzing the data from the interview into teacher and students' response, opinion and suggestion toward the implementation of Language Experience Approach as a teaching method.

3. Interpreting the data addressed to the research questions.

3.4.3 Questionnaire

The open-ended questionnaire from teacher was analyzed descriptively. In analyzing the data, the researcher used these steps:

1. Classifying the data from the questionnaire.

2. Analyzing the data from the questionnaire.

3. Interpreting the data addressed to the research questions.

The close-ended questionnaires are analyzed by using the percentage formula. The data is interpreted based on the students' answer. The formula of percentage for calculating the question is:

$$P = \frac{fo}{n} \text{ x } 100\%$$

(Ridwan: 2009, cited in Rakhmawati : 2010)

Where : P   = percentage

      fo   = frequency observed

      n   = number of sample

3.5 Summary

This chapter discussed the research method of data collection in this study. This study found out how Language Experience Approach can improve students' motivation and comprehension in reading and teacher and students' responses toward the implementation of Language Experience Approach as a teaching method. Exploratory qualitative study was used as the design in this study. This study was conducted in 7 weeks to 6 students in one of English course in Bandung. Therefore, interview, observation and questionnaire were used as the data collection. The data analyzed qualitatively supported with quantitative data. Thus, the findings will be discussed in the chapter IV.