

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

In this chapter, further explanations about the design and application of this study are discussed thoroughly. There are five parts which explicitly expose the methodologies designed and what actually happened during the process of obtaining the data. They are 1) research design, 2) sites-participants-respondent-access, 3) data collection strategies, 4) research instrument, and 5) data analysis method. Each part discusses the background of choosing the methods and some supporting theories or examples to strengthen the validity and reliability of the study.

#### **3.2. Research Design**

The methodology of this conducted research is mixed method. The design was mostly qualitative and combined with some supporting qualitative facts. Since this study is classified as a case study, it focuses on the particular case of a single phenomenon with the thorough description, or in other words the study is not about the representativeness of a group but the “bounded system” (Merriam, 1988 in Nunan 1992; Stake, 1988, 1995; McMillan & Schumacher, 2001). This kind of research is also assumed as a particular type of ethnography (Nunan, 1992) since there are some similarities in the form of its philosophy, methods, and concern for studying phenomena but the range of case study is more limited than ethnography.

Adelman et al (1976) proposed that there are two ways that can be selected in the process of doing a case study: 1) Suggesting an issue or hypothesis then selecting one of the examples of the case to be discussed, or 2) choosing and discussing a case in its own entitlement. This study employed the second ways with consideration that this study is kind of a neo-ethnographic study where the investigation of the case is conducted by a participant observer (Stenhouse, 1983). This choice basically was taken to answer the research question. In the process of answering the question, the researcher needed to involve in the group activities during the time of collecting data. In ethnography study, that process is called fieldwork (Dawson, 2002).

To sum up, this study which is mostly qualitative is a kind of process-oriented research which has the right to develop its own right to interpret the relative accomplishment that produce some syntheses which are useful for the wider purpose (Nunan, 1992; Lincoln and Guba, 1985; Alwasilah, 2000; Musthafa, in Alwasilah, 2000).

### **3.3. Sites, Participants, Respondents, and Access**

Since a case study may involve more than one subject of a group or organization (Duff, 1950 in Nunan, 1992), this study involved four teachers of a non-formal Early Childhood Education (ECE) center in Bandung and the sessions of classroom teaching were videotaped. The total number of the videotaping is four. The teachers were also interviewed as respondents for some information. One of them was also interviewed about the general concept run in that ECE

center based on the pedagogic competence applied. The pilot study before the real interview was also conducted (see researcher's tracks in appendix D).

On the basis of teachers' request to learn English and considering the value that would develop the existence of ECE as essential institution for the community, both participants and respondents are expected to be open in working together to develop their better service for the public, especially in providing English as the supplementary materials for children.

### **3.4. Data Collection Strategies**

Since a case study has some similarities with ethnography, there are some steps or stages which are considered appropriate to develop this study. Observation, note taking, and interviews were used to enhance the construct validity for further analysis, reflection, and report writing (Dawson, 2002; Yin, 1993). Besides, a case study should focus on the background of why the case was taken, the implementation of the decisions taken during the process of collecting data, and the final results of its process (Scramm, 1971 in Yin, 1984).

Through the abovementioned steps, this research fundamentally underpins the regulation about early childhood education issued by the national ministry of education no. 58/2009. To gain the basic data, one of 4 teachers' competences required from that regulation was taken. It is pedagogic competence. Adjusting with the teachers' education level, the competences required for the teachers' assistant is considered appropriate with the teachers' education background and obligation in that learning center.

To measure the quality of the lesson activities done by the teachers, some steps of implementing a lesson were needed. Actually, there are some choices of steps and criteria of good lesson planning preparation that can be used as the standard, for example the Hunter's (1982) or Slattery & Willis's (2001). Since English in the context of this study is not an independent subject for children, the lessons were considered more appropriate if it follows the national standard for ECE. Thus, the steps and criteria were taken from the technical guidance for the selection of outstanding kindergarten teacher 2012 (see appendix B), which is issued by ministry of education and culture. In its scoring sheet, there are six categories; and organization of the lesson as one of the categories was chosen for the guidance of the lesson to be discussed in focus group (FG). That category was selected because it is fit for both teachers, researcher, and the situation in ECE center.

### **3.5. Research Instrument**

The instruments for this qualitative research are the 1) observation, 2) interview, and 3) focus group. The teaching processes which held English as a part of the lessons were videotaped as observation part. Each complete video was then edited since the observation focused on the English teaching to the very young learners. The length of each video is 30 minutes in average. During the process of videotaping, only one camera was used to record the whole lesson. The camera was not hidden to avoid the unclear voice and unexpected situation since the classroom lesson for children took many places and movements. To anticipate the unnatural situation, the researcher had become a temporary teacher there for

about 2 months. During the time when the researcher was being a temporary teacher there, the researcher did not offer any suggestions to the teachers, but the researcher was very open to the questions the teachers asked to improve their competence in teaching English. The objection was to make them confident to show off their ability in teaching English for the video recording. As the result, both the teachers and students accepted the presence of the researcher and did not see her as a stranger; thus the process of video recording went smoothly as it had been expected before.

The researcher and the teachers then came together to watch the video and to make some notes about the description of teaching-learning process. That technique is called stimulated recall where the teachers as the subjects watch the recorded video of their process of teaching and comment on what happen in the video (Nunan, 1992). In that process, both researcher and teachers wrote the strengths and weaknesses found, proposed some solutions to overcome the problems, and prepared for the better lesson. The processes were then labeled as a Focus Group or FG (Dawson, 2009). Since this study is a kind of neo-ethnographic case study (Stenhouse, 1983), some treatment and additional input from the researcher as a participant observer were given in the process of focus group too.

Some of the semi-structured interviews were also conducted in focus group. For this instrument, the results of interviews were used to measure the quality of English teaching based on pedagogic competence. Semi-structured interview was chosen to avoid the rigid situation when the teachers wanted to

reveal more explanations, but the point of essential questions had been designed to receive the complete data. The interview about the pedagogic competence was conducted to a teacher who had been selected as the one who is considered has more competence in teaching. The last one which is focus group gave the track of teachers' improvement. In addition to those instruments, document analysis was also employed. The sources were the teachers' complete data, the certificate and history of the learning center, and the complete data about the learning center, facilities and infrastructure provided.

### **3.6. Data Analysis Method**

Although each case has different ways to conduct the research, basically they explored the study the same. The bounded system as the characteristic of case study is applied through employing multiple sources of data found in the setting (Macmillan & Schumaker, 2001).

For the observation through classroom teaching process, the edited videos were transcribed and divided into some segments to ease the analysis of what had happened during the lesson. Each segment has 30 seconds length and also contains the description of the context. To make the analysis of observed and recorded lesson more effective, the videos were edited and focused on English teaching. Thus, the recordings of classroom lesson were shortened into 30 minutes in average which the original ones were about 50-70 minutes, and the real classroom activity including preparation and break was each 3 hours.

Teachers' production of English use was the main noticeable aspect to explain the findings which were mostly obtained from the video with some additional information from interviews and focus group. The facts were then elaborated in line with the principles of pedagogic competence for the teacher assistant based on the reg. No. 58/2009. In general, each focus of the videotaping is based on the main problems faced by the teachers in general.

During those processes, the triangulation methodology was used to assurance the research validity. Various definitions of triangulation which actually come up in the same concept but applied differently in different research have been defined by the experts. Data triangulation was applied in this research because there were multiple instruments used in collecting and analyzing the data (Evans and Gruba, 2002; Yin, 2003 in Emilia, 2008).

Through the triangulation, the research was also employed interview and focus group. Those things are important to analyse the issues raised and to strengthen the researcher's interpretation which is called "lessons learned". For the report, the researcher anticipated the overinclusion of the data, besides the writing style is also more informal. (Guba & Lincoln, 1989)

### **3.7. Concluding Remarks**

The procedures used and the ways in analyzing the findings have been discussed in this chapter. This research involved four early childhood education (ECE) teachers from a non-formal ECE center in Bandung. The researchers' involvement in this study was ranged from being a researcher who collected and

analyzed the data to be the one who play roles in giving the some advice in the process of focus group (FG) even as a teacher there.

The data were mainly obtained from observation, interview, and focus group. The very basic foundation of those processes is from the regulation of national ministry of education no. 58/2009 (see appendix A). In observation, not only the researcher who observed the process of teaching, but also the teachers. Thus, stimulated recall was chosen as a method in FG discussion where the teachers are allowed to observe their teaching process, to critisize, and to plan for the development of better process of teaching.

In the interview, semi-structured type was chosen as the most appropriate one. For the formal interview about the pedagogic competence, a pilot interview had been done to measure the clear understanding about the questions asked. Other interviews were recorded informally even in the form of hidden recording. For the focus group, some important data were taken to support other data from other sources. In the other words, this research used the triangulation methodology.

For the analysis, stages of improvement were the main sources for the discussion to evaluate the improvements done periodically from the very beginning to the last discussion of the last video. The reflective journal then becomes the self-evaluation part for the teachers to measure how far the improvement they have made. Chapter IV then presents the findings and discussion of this research.