

CHAPTER III

RESEARCH METHOD

This chapter deals with the methodology that was determined by the purposes of the study. As elaborated in the previous section, the principal aims of this study were to explore 1) the profile of English education in Elementary Schools in a selected municipality in Indonesia, 2) the factors that contribute to students' English proficiency, and 3) the pedagogical EYL practices implemented by three model schools. Therefore, this chapter begins with the discussion of research design, followed by the elaboration of the site and participants of the study, data collection, data analysis, and conclusion.

3.1. Research Design

This study applied the explanatory design, which contained two stages of mixed methods design. Overall, the purpose of this design is to build qualitative data based on the preliminary quantitative results. The model that begins with the assortment and analysis of quantitative data employs quantitative participant characteristics to guide purposeful sampling for a qualitative phase (Creswell, 2013; Creswell et al., 2003; Hamied, 2017; Zohrabi, 2013). The selected design has two variants, namely the follow-up explanations model and the participant selection model. While the first model primarily emphasizes on the quantitative aspects, the current study employed the second model as the quantitative phase was only undertaken to identify and purposefully select participants for a follow-up, in-depth, qualitative study as illustrated in Figure 3.1, which is adapted from Hamied (2017), Creswell (2013), and Creswell et al. (2003).

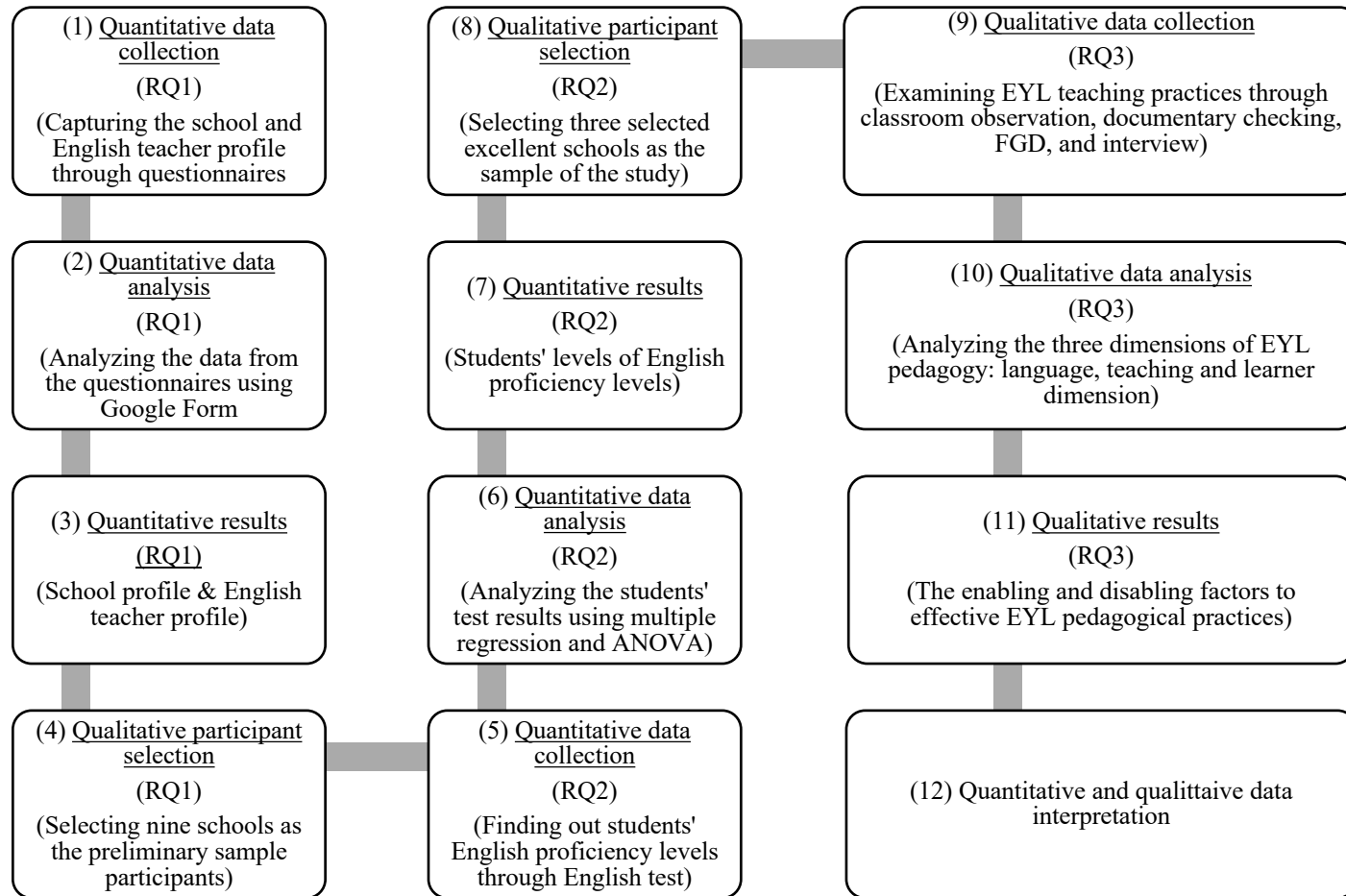


Figure 3.1. The Participant Selection Model in the Explanatory Design Employed in the Current Study

The first research question was aimed at finding out the number of schools that offered English subjects. The results also described the underlying reasons the schools had to conduct English instructions, the profile of the schools, the English curriculum, and the profile of the English teachers. The data about the schools that taught English were used to select the students as the participants of English tests. The student participants were the ones who received the English lesson at school. The second research question examined young learners' English proficiency. However, not only did the data figure out the levels of young learners' English, but they also revealed the contributing factors to students' English proficiency levels. The results of the first and the second research problems became the basis of opting for the sample participants of the research in which the effective EYL teaching and learning belonged to. A thorough qualitative study was conducted at those selected participating schools to capture effective EYL teaching and learning practices. Several instruments were employed to answer the third research question, namely classroom observation, interviews, focus group discussion, and documentary checking. Table 3.1. summarizes the phases of the research design employed in this study.

Table 3.1. The Summary of Mixed Method Phases in the Current Research

| RQ | Type of data | Ways to collect data | Instrument | Participants | Results |
|----|-------------------|---|--|---|--|
| 1 | Quantitative data | Survey | Questionnaire | 274 schools in the research site | The number of schools that offered an English subject; |
| | Quantitative data | Test | Cambridge YLE Test | Nine schools that offered an English subject | <ul style="list-style-type: none"> • The students' English proficiency level; • The contributing factors to students' English proficiency level; |
| 3 | Qualitative data | Classroom observation, interviews, focus group discussion, documentary checking | Observation notes, interview notes, transcripts, | Three schools that reached the highest scores in the test | <ul style="list-style-type: none"> • The descriptions of EYL practices • The affecting factors to effective pedagogical EYL practices |

As illustrated in the table, the present study had two phases of quantitative data collection to answer the first and the second research questions. It started with a quantitative survey study and identified statistically significant differences and uncharacteristic results. Another quantitative data collection was obtained through the test. It then followed up the results with an in-depth qualitative study to explain why the results occurred. In summary, Figure 3.2 demonstrates how research questions in the present study relate from one to the others.

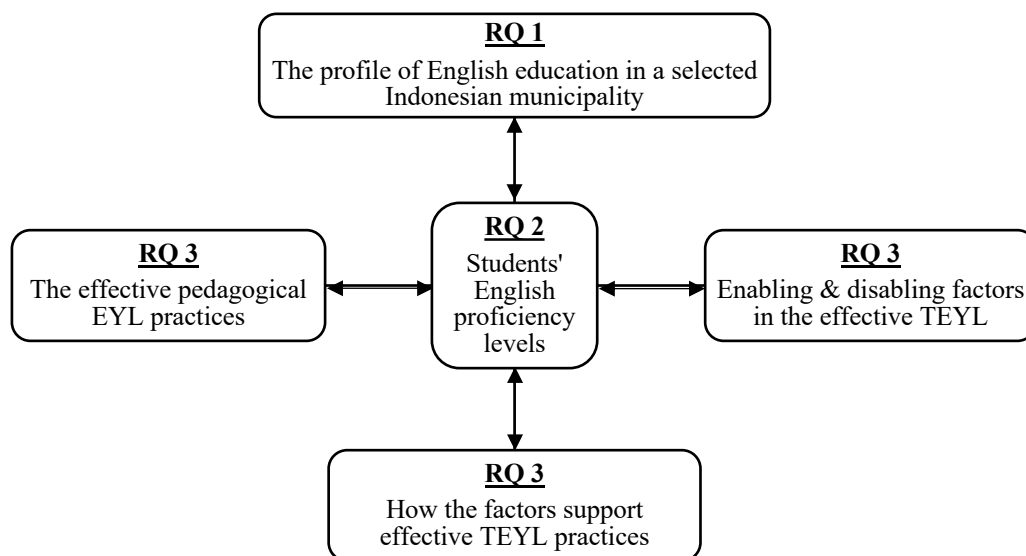


Figure 3.2. The Relationship among Research Questions

3.2. Research Setting

This present research was executed in the second-most populous municipality in East Java, Indonesia. It involved the elementary schools located in this area. Four major reasons in opting for the research setting in this study were as follows: 1) it provided a wide selection of schools, thus enabling the stereotypes of schools to be constructed 2) it acted as the education hub (Schaik, 2009), 3) it pioneered the TEYL movement (Sadtono, 2007; Zein, 2017b), and 4) English teaching and learning was conducted in most of the elementary schools in this municipality (the information from the Head of the Elementary Education Division in the local Regional Office of Education). Based on the data provided by the Board of Statistics (2018), as many as 274 elementary schools under the supervision of the Regional Office of Education were situated in five sub-districts in this city. The schools were different in terms of the type (public and private) and the accreditation rank (Rank A, B, and C).

As part of the subject selection, this number of schools were all involved in the first phase of data collection. All of the schools were surveyed on their English language curriculum. From the results of the first quantitative phase, nine schools were chosen to participate in the next stage of the study. These schools met the following criteria: 1) offered English teaching and learning, 2) located in the five sub-districts in the research site, 3) ranked A, B, and C of school accreditation, and

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4) had the complete grade levels (grade 1-6), 5) agreed to participate in the study, and 6) recommended by the local Regional Office of Education. After analyzing the results of the second quantitative phase, three schools were opted as the sample participants to represent the population. Besides considering the results of the students' English test, these schools were the ones who fulfilled the criteria as summarized in Figure 3.4. in the following sub-section.

3.2.1. Access to Research Setting

In order to access the schools and obtain the data needed, research approvals from the stakeholders were required as a part of the series of ethical issues in conducting research. The related stakeholders in this study involved the university where the researcher pursued the Doctoral Degree, the local government of the research site, which was the local National Unity and Political Bodies and the Regional Office of Education. The graphic below displays the steps of gaining access to the research setting.

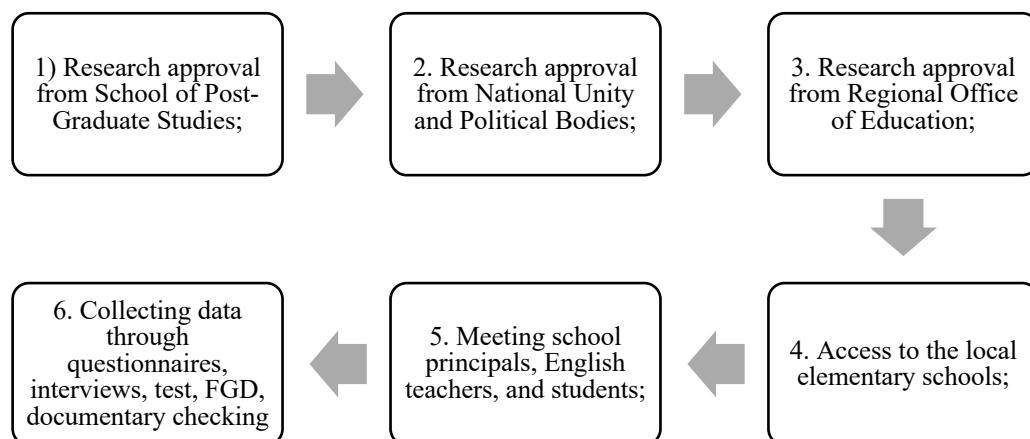


Figure 3.3. The Steps of Gaining Access to Research Setting

Based on the figure presented above, it can be seen that approvals were obtained from three parties before permission to access the research setting and collect the data was given. The approval letter from the university where the researcher studied was used to propose for the letter to the National Unity and Political Bodies for conducting the study in that municipality. After permission was given, the researcher went to the local Regional Office of Education as the board that the elementary schools were supervised by.

The Head of the Elementary Education Division was in charge in particular of giving further information about the primary education teaching practices after the Regional Office of Education gave consent letter.

From the informal interview with the Head of the Elementary Education Division, it was known that elementary schools in the research site offered English subject to students, although based on the 2013 Curriculum, the subject was not included in the primary education curriculum anymore. Many of them started English teaching from the first-grade level. However, there was no empirical data on how many schools conducted English instruction, where the schools put English subjects in the school curriculum, what they used as the guidelines for English teaching, and who held the teaching. The Head of the Elementary Education Division explained further that it was the school's authority to have the English teaching or not. Thus, to gain the desired data of the English education profile in the city, a direct survey to elementary schools was undertaken.

3.2.2. Research Participants and Recruitment

The participant selection was conducted purposefully to gain the sample that can best inform the research questions and develop an understanding of the phenomenon under the study. In respect to this, identifying appropriate participants became one of the most vital tasks in the study design. As this present research consisted of three broad phases, findings of each stage contributed to the participant assortment. Figure 3.3. illustrates the steps in recruiting the participants.

The figure demonstrates how the participants were conscripted. As informed in the previous section, 274 elementary schools in the city were under the supervision of the Regional Office of Education. All of them were involved as the population of the study in order to capture the profile of English education in the city. The paper-based questionnaires were used to find the required data of how many schools offered English subject, their English curriculum, and the English teacher profile. The detailed information is elaborated in the following section of the instrument part. From the data gained from the questionnaire, a group of schools that conducted English teaching was identified (N = 168). The number was not

drawn from the total number of schools in the city ($N = 274$), as not all of them returned the questionnaire.

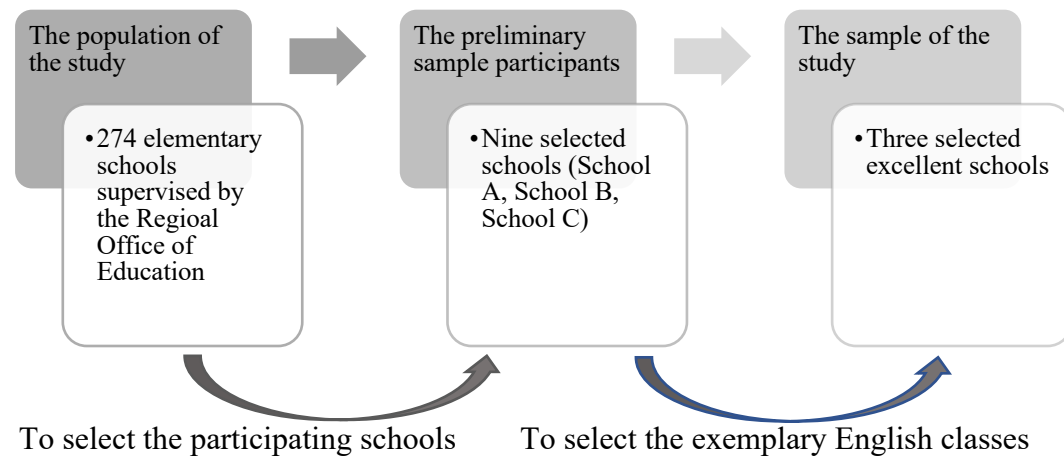


Figure 3.4. The Steps of Recruiting the Participants of the Study

Nine out of 168 schools that claimed to conduct English teaching were taken to represent the population. Three schools were accredited A, three others were B, and the others were C. In this stage, as many as 157 students of higher-grade level studying in those nine schools participated in the English test for young learners. The findings gave information on young learners' English proficiency levels, and the data led to the selection of three sample schools where the pedagogical English language teaching practices were to be analyzed. Besides the results of the students' English test, some conditions were set to choose those three schools. The graphic below displays the terms for opting for the schools.

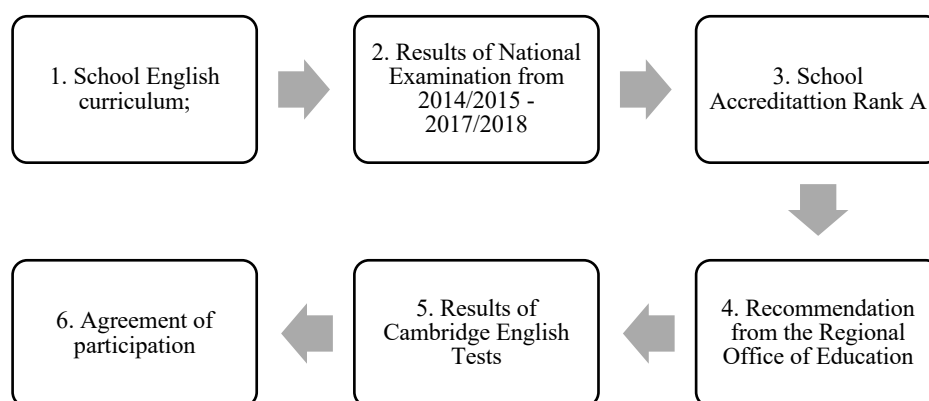


Figure 3.5. The Criteria for Choosing the Three Selected Excellent Schools

As shown in the figure above, not only was the results of the English test used as one of the criteria to select the sample, but the other points, namely the school rank based on the results of National Examination for the last four years (from the Academic Year 2014/2015 to 2017/2018), the school accreditation, and the schools' agreement to join the study. The Regional Office of Education also took part in recommending which schools that were prospective to be included as the participants. In addition, the results of the English test were used to provide convincing evidence that the three selected schools were appropriately chosen to be excellent schools where the effective pedagogical English language teaching practices were assumed to be conducted. Henceforward, model schools were used as the term to point the three selected excellent schools.

3.3. Data Collection

This segment contains a discussion of the roles assumed by the researcher, the stages of data collection, and the ways of collecting data as well as types of data collected.

3.3.1. The Researcher's Roles

This explanatory research design gathered both qualitative and quantitative data. To deal with the qualitative ones, a researcher may play one or more of the roles, namely complete participant, participant as an observer, observer as a participant, and complete observer (Gold, 1958; Scott & Medaugh, 2017). In the classroom observation, where qualitative data in the present study were collected, the researcher acted as both observer and participant. In the first three meetings, the researcher was a complete observer who entirely observed the teaching and learning activities in the classroom without interacting at all with the class members. The students were mainly unaware that they were being observed and the researcher did nothing besides noting what happened in the classroom that would directly influence the activities under the study. Entering the fourth meeting, the role of the researcher shifted from complete observer to observer as participant.

In this phase, the students were aware that the researcher's presence was due to collecting the data for research. Instead of sitting and watching what the teacher and students did in the English lesson and their interactions, as well as observing the teacher's intentions of doing the activities (Musthafa, 1997), the researcher got involved in the classroom activities by helping the teacher guide the students to do their tasks. Authentic interactions among students, their attitudes towards English lessons, and their use of English were captured through playing this role.

3.3.2. Phases of Data Collection

The steps of the data collection in this study are broadly organized into three stages and undertaken intensively from March to December 2018. The preliminary research began after the letters of research permission were gained. The first step was to gather general information about the English instruction at the local elementary schools, which was conducted in March by having an interview with the Head of Elementary Education of the Regional Office of Education. In the meantime, documentary checking, particularly the ministerial and governor regulations related to the national curriculum as well as the English curriculum at the primary level, were collected and studied. As suggested by the previous interviewee, another interview was done with the Supervisor of the Elementary School in order to obtain further information about English instruction in this city. This preliminary data collection provided vital input that enabled the researcher to enhance the focus of the study. From the beginning of May, the paper-based questionnaires were distributed to schools in order to select the sample of the study. In the period in-between, informal interviews were conducted with the school principals and English teachers who filled out the questionnaire. With the aim of opting for 'model schools' where effective English language teaching pedagogical practices were assumed to be conducted, an English test was given to see the levels of students' English proficiency. The results convinced the selection of the schools to be the sample participants where the core of the study was undertaken. The figure below demonstrates the steps of the data collection.

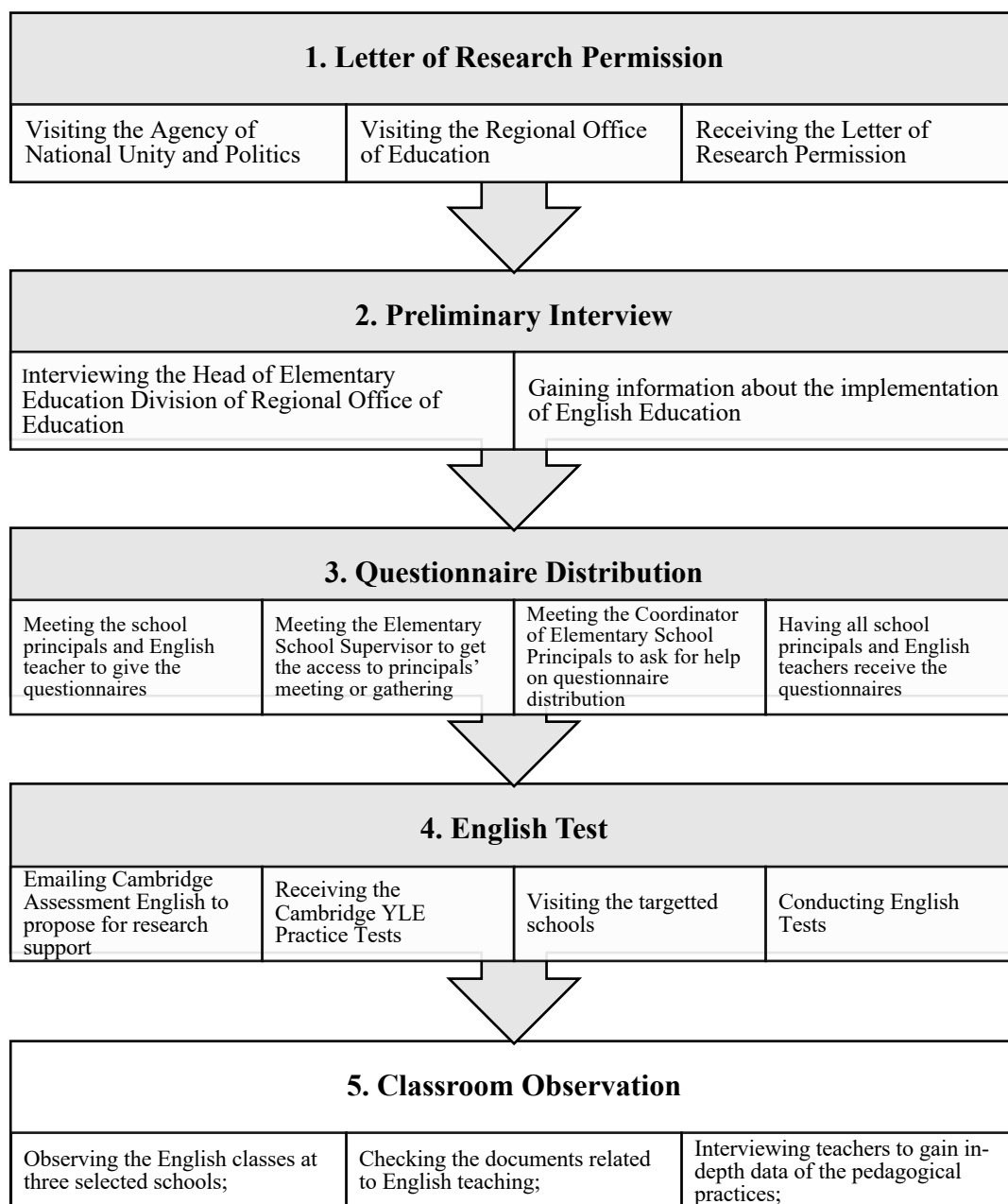


Figure 3.6. The Phases of Data Collection

3.3.3. The Procedures of Data Collection and Types of Data Collected

The data in this present study were collected through questionnaires, classroom observation, interviews, focus group discussion (FGD), documentary checking, English tests, and spoken language rubric that were elaborated one by one in the following sub-sections. The table below summarizes the instrumentations in this study.

Table 3.2. The Instrumentations in the Study

| No | Instruments | Participants | Data collection |
|----|---------------------------|---|---|
| 1 | Questionnaire | School principals | <ul style="list-style-type: none"> Profile of schools that offered English; Types of English instructions implemented in the schools |
| | | English teachers | Profile of EYL teachers |
| | | Students | <ul style="list-style-type: none"> Students' experiences in taking the English test; Students' perceptions of the English subject at school; |
| 2 | English proficiency tests | <ul style="list-style-type: none"> 157 students from nine elementary schools (placement test); 97 students from nine primary schools (Cambridge YLE Test) | <ul style="list-style-type: none"> Students' levels of English proficiency; Three selected model schools; |
| 3 | Classroom observations | Three English classes in three selected schools | Classroom activities and interactions; |
| 4 | Interviews | EYL teachers in three selected schools | Teachers' pedagogical content knowledge; |
| 5 | Focus group discussion | EYL teachers in three selected schools | Teachers' perceptions of the factors related to their teaching practices; |
| 6 | Documentary checking | Documents related to the English curriculum in the three selected schools | <ul style="list-style-type: none"> The accreditation documents of the local elementary schools in 2016 and 2017; The results of the National Examination in 2015, 2016, 2017, and 2018; English subject syllabus, lesson plan, textbooks, handouts, and some of the students' work |
| 7 | Spoken Language Rubric | EYL teachers in three selected schools | Teachers' spoken English proficiency levels |

3.3.3.1. Questionnaire

Two questionnaires were constructed for the school principals and the English teachers to gain information about the school characteristics and its policy about the implementation of English education and the profile of its English teacher. Regarding the second research question, a questionnaire for students was also made to find out their responses towards the English tests. Thus, in order to probe detailed information, not only did this study administer the close-ended questionnaire, but it also employed the open-ended one. Below are the structures and themes of the three paper-based questionnaires which were modified from the previous studies (Mardiani, 2011; Springer & Bailey, 2006).

3.3.3.1.1. Questionnaire for School Principals

To understand what types of English instruction that the school constructed, a questionnaire for the principal was built and distributed to all of the participating schools. It covered four significant themes that involved the school's data, principal's data, the English language curriculum, and the agreement of participation in further study. Table 3.1 displays the details of the questionnaire. The form can be seen in Appendix 1.

Table 3.3. Structure and Themes of Principal's Questionnaire

| Structure | Content |
|-------------|---|
| Theme One | School's Data <ul style="list-style-type: none"> • Name of the school; • Address; • Type of school; • Accreditation rank; |
| Theme Two | Principal's Data <ul style="list-style-type: none"> • Name; • Gender; • Age; • Length of occupation as principal; • Educational background; • Phone number & email address; |
| Theme Three | School's English Language Curriculum <ul style="list-style-type: none"> • The availability of an English subject; • Grades that receive English subject; • The frequency of English subject per week; • Length of time of the English subject; • Status of English subject; • Rationale and objectives of English teaching; • Number of English teachers |

| | |
|------------|--|
| Theme Four | The agreement of participation in the further study <ul style="list-style-type: none"> • The statement of the agreement • Suggestions and comments |
|------------|--|

3.3.3.1.2. Questionnaire for English Teachers

The questionnaire made for the English teacher covered three major themes that included the teacher's personal data, English teaching experiences, and agreement of participation in further study. The details are presented in the table below. The questionnaire can be seen in Appendix 2.

Table 3.4. Structure and Themes of Teacher's Questionnaire

| Structure | Content |
|-------------|---|
| Theme One | Personal Particular <ul style="list-style-type: none"> • Name; • Gender; • Age; • Academic qualifications; • Length of teaching experience; • Phone number & email address; |
| Theme Two | English Teaching <ul style="list-style-type: none"> • Length of teaching in this school; • Teach English in which grade(s); • Teaching load this semester; • Sources used for teaching; • Descriptions of teaching practices; • Other responsibility besides teaching English; • Professional development; • TOEFL score; |
| Theme Three | The agreement of participation in the further study <ul style="list-style-type: none"> • The statement of the agreement • Suggestions and comments |

3.3.3.1.3. Questionnaire for Students

The students' questionnaire focused on investigating whether they had taken the test before and their experiences in taking the test. They were also asked about their perceptions of English lessons they received at school. Although not directly contributing to the study, additional questions were asked to know whether they had out-of-school English related activities and if the parents got involved in their children's English learning at home. The form can be seen in Appendix 3. The details are summarized in the table below.

Table 3.5. Structure and Themes of Student's Questionnaire

| Structure | Content |
|------------------|---|
| Theme One | Student's Particular <ul style="list-style-type: none"> • Demographic information, such as gender, age, grade; |
| Theme Two | Student's perception of their English class at school; |
| Theme Three | Student's perception of English online test; |
| Theme Four | Student's English Learning Activities outside of school <ul style="list-style-type: none"> • The type • The goals • The frequency • The content |
| Theme Five | Student's perception of their English activities outside of school |

3.3.3.2. English Tests for Young Learners

Hence, according to the purposes of the study, to find out the proficiency levels of elementary school students, English tests were administered to students of Grade 4, 5, and 6 of nine selected schools explained before.

The test materials were taken from the Cambridge Young Learners English (YLE) Tests—large scale, low stakes exams delivered internationally (McKay, 2006). As the Cambridge YLE Test consisted of three test levels that included Starters, Movers, and Flyers, a placement test was administered first to determine the students' Cambridge qualification levels so that they did the appropriate practice test that was equal to their age and English proficiency level. Another stage that was conducted before the Cambridge YLE Tests were administered was the test preparation. This was done to equip students with knowledge about Cambridge YLE Tests. Table 3.6 below presents the series of activities related to the Cambridge YLE Tests. It is followed by the details about the of the placement test, the Cambridge YLE Tests, as well as the material descriptions, the validity and reliability issue.

Table 3.6. The Stages of the English Tests

| Stage | Activity | Duration | Description |
|-------|---------------------------------|-----------------|--|
| 1 | Placement Test | 15 – 30 minutes | <ul style="list-style-type: none"> • Sources: the materials were taken from the Cambridge Online English Test for Children and Young Learners that could be accessed through the link: http://www.cambridgeenglish.org/test-your-english/young-learners/ • Objectives: to know the students' level of English so that they could be given appropriate Cambridge YLE Tests either Starters, Movers, or Flyers; |
| 2 | Cambridge YLE Tests Preparation | 45 – 60 minutes | <ul style="list-style-type: none"> • Sources: the materials were taken from Cambridge Sample paper that could be freely downloaded from the Cambridge Website where the link for the audios for Listening Sections was also available: <ul style="list-style-type: none"> • https://www.cambridgeenglish.org/Images/young-learners-sample-papers-2018-vol1.pdf • cambridgeenglish.org/starters-audio-sample-v1 • cambridgeenglish.org/movers-audio-sample-v1 • cambridgeenglish.org/flyers-audio-sample-v1 • Objectives: to give the students information and knowledge about the Cambridge YLE Tests that includes the tests format, the instructions of the tests, and the coverage of the tests; |
| 3 | Cambridge YLE Tests | 40 – 65 minutes | <ul style="list-style-type: none"> • Sources: the Practice Tests that include Starters, Movers, and Flyers were provided by Cambridge Assessment English • Objectives: To gain further information about the students' English proficiency after being placed to their English level; |

3.3.3.2.1 The Placement Cambridge YLE Test

The materials of the placement test were taken from the Cambridge Online English Test for Children and Young Learners that could be accessed through the link <http://www.cambridgeenglish.org/test-your-english/young-learners/>. It is a quick free online test for children aged 7 – 12 that consists of 20 multiple choice questions and is divided into four parts covering listening for Part 1 and 2, and Reading and Writing for Part 3 & 4. The detailed contents of the test, which was authored and published by the University of Cambridge ESOL Examinations (UCLES), can be seen below. The test paper can be seen in Appendix 4.

Table 3.7. The Contents of the Placement Cambridge YLE Tests

| Part | Components | Main skill focus | Input | Expected response | Number of questions |
|------|---------------------|---|---|---|---------------------|
| 1 | Listening | Listening for specific information of various kinds, e.g., numbers, describing people, etc. | 3-option multiple-choice pictures and dialogues | Circle the letter next to correct picture | 5 |
| 2 | Listening | Listening for specific information on specific days | Picture and name of days | Write the number of the correct picture next to the matching day | 5 |
| 3 | Reading and Writing | Reading a text and completing missing words | Cloze text and 3-option multiple-choice words | Choose and circle the missing words correctly | 5 |
| 4 | Reading and Writing | Reading a dialogue and choosing the correct responses | Short dialogue with multiple-choice responses | Choose the correct response by writing the alphabet of the correct response | 5 |

The test used to place the students' Cambridge qualification spans three ability levels: Starters, Movers, and Flyers. Starters are at a level equivalent to pre-A1 of Common European Framework of Reference for Languages (CEFR), Movers are at A1, and Flyers are equal to A2. The table below displays the qualification levels based on the test takers' range scores.

Table 3.8. Cambridge English for Children & Young Learners Placement Test Qualification Levels

| Range Scores | English Qualification Levels |
|--------------|------------------------------|
| 0 – 7 | Starters |
| 8 – 10 | Starters/Movers |
| 11 – 14 | Movers |
| 15 – 17 | Movers/Flyers |
| 18 – 20 | Flyers |

From the table above, it can be known that the lowest score in the placement test was 0, and the highest was 20. Within the range score, English qualification levels were divided into five, with Starters as the lowest level and Flyers as the highest one. The results of the placement test were then used to guide which practice tests fitted students' English levels.

Although the placement test was originally administered online, the modification was made to run the test using paper and pencil, without changing the contents of the test. The consideration of shifting the test into paper-based was made due to the challenges faced by some participating schools that included the absence of internet connection and the limited number of computers that the schools had. These factors definitely hindered the implementation of the online tests, so the test on paper was conducted to avoid network congestion and other undesirable encounters.

3.3.3.2.2 The Cambridge YLE Tests

After having the data of students' proficiency levels through the placement test, the Cambridge Young Learners English (YLE) Test was given to each participating student based on the results of the placement test. The test was administered after Cambridge Assessment English granted the researcher the right to use the test they provided. Due to confidentiality reasons, the test papers provided by Cambridge Assessment English could not be shown in this dissertation. However, the handbook that contains exercises similar to the real test is provided in the appendix. This handbook was also given to the students in the preparation stage (see Table 3.6) so that they were familiar with the test format, the instructions they faced in each part of the test, and the recurrent materials in the test. While every level consisted of the same skills—listening, reading and writing, and speaking, each of them varied in the length of time, the number of parts, and the total number of items in each part. Below are the contents of the Cambridge YLE Tests.

Table 3.9. The Contents of the Cambridge YLE Tests

| Skills | Length (Minutes) | Number of Parts | Number of Items |
|---------------------|---------------------|--------------------|--------------------|
| Starters | | | |
| Listening | ± 20 | 4 | 20 |
| Reading and Writing | 20 | 5 | 25 |
| Speaking | ± 3-5 | 5 | - |
| Movers | | | |
| Listening | ± 25 | 5 | 25 |
| Reading and Writing | 30 | 6 | 40 |
| Speaking | ± 5-7 | 4 | - |
| Flyers | | | |
| Listening | ± 25 | 5 | 25 |
| Reading and Writing | 40 | 7 | 50 |
| Speaking | ± 7-9 | 4 | - |

In the test, only Listening and Reading and Writing parts were given to the students. Their spoken communication was not literally assessed as their English language use in the classroom while joining the class was seen to give further evidence of their oral English proficiency. The detailed specifications of each skill assessed in the test are presented in Appendix 5a and 5b.

Adopting from the Cambridge Assessment English website, the Listening Section focuses on the 'here and now' and is presented using language in meaningful contexts and clear examples for every part. Besides containing multiple-choice and short-answer questions, the section requires the test takers to use colored pencils to mark their responses to one task. Similar to Listening, the Reading and Writing section also centers on 'here and now.' The Cambridge Assessment English provides a handbook in which teachers and parents can use to help the candidates prepare for the test. The handbook contains the descriptions of topics, structures, words, and tasks upon which the *Cambridge Young Learners English Tests* are based. It can be seen in Appendix 6a for Starters, Appendix 6b for Movers, and Appendix 6c for Flyers.

In the real test, all test takers receive a certificate showing their achievement in the form of one to five shields per section. The utilization of the shield as the grading system represents what students can do in each test component. Instead of being a high-stakes test, which determines whether the students pass or fail after taking the examination, the Cambridge YLE tests are designed to motivate the test

takers through fun and enjoyable exams (Ngunyen, 2015; McKay, 2006; Taylor & Saville, 2002). In the present study, the students' test answers were given point 1 for the correct answer and 0 for the incorrect one. The score was taken from the correct answer in all sections. The number of correct answers in each section was also seen for the requirements of data analysis.

Concerning the effectiveness of the Cambridge YLE tests, several publications (McKay, 2006; Ngunyen, 2015; Taylor & Saville, 2002; UCLES, 2015) discuss the validity and reliability of the tests. With respect to the content validity, which leads to the realization of construct validity, three main issues are recapped from the abovementioned studies. The discussion that revolves around the English language, as the central content in the test, begins with the design phase of the test. It is followed by the support given by the testing board and the coursebook by the schools to prepare the students for the test, which is proposed by Wu and Lo (2011). In regard to the design phase of the test, the Cambridge ESOL has selected a list of vocabulary, grammar, and topic based on young learner coursebooks and teaching materials. The list can be accessed simply by downloading the Cambridge YLE Handbook for teachers (UCLES, 2015). By the same token, other supporting materials, such as booklets for parents and test takers, dictionaries, and sample papers, along with the answer key and feedback from the examiners for Speaking section, are provided in the Cambridge ESOL website. Finally, after comparing the content of the Cambridge YLE tests and the coursebooks used by schools in Taiwan to prepare the students for the test, Wu and Lo (2011) conclude the tests were suitable.

In measuring the reliability of the test, UCLES (2016) utilizes three reliability measurements that involve the Rasch analysis, Cronbach's alpha and SEM (Standard Error of Measurement). Cronbach's alpha and SEM are administered to measure the reliability of their tests. Rasch analysis is used to calibrate the tests' difficulty.

3.3.3.3. Classroom Observation

As this study was intended to capture how the selected excellent schools conduct the English teaching, classroom observation was vital to be undertaken to gather the data gained from classroom activities and the interactions. The researcher acted interchangeably as both participant and non-participant observer. As a non-participant observer (Creswell, 1994), video recorder, voice recorder, observation notes, and observation checklist were used as the tools to record the events that then were coded, transcribed, and analyzed subsequently in order to identify the classroom practices and the exposures that the teachers provided in their English classroom (Setiasih, 2012).

Three English classes at the three selected excellent schools were observed to obtain the pattern of the pedagogical practices in teaching English to Young Learners. The observation which was planned to be conducted in one semester was targeted to capture teachers' activities in lesson planning, their teaching practices, and how they reflect their teaching. In brief, before, during, and after teaching activities occurred in those three well-selected English classes were investigated.

3.3.3.4. Interview

As one of the practical ways of gathering information on the work of the school from members of the school community, interviews were conducted to facilitate professional conversations about teaching and learning of English subjects. Furthermore, since an interview tends to be relatively open-ended in their format, this can accommodate wide-ranging discussions that provide rich information.

Before the participant selection began, a preliminary interview was conducted with the Head of Primary Education Division in the Regional Office of Education of the city on the 5th of April 2018. It was conducted for about one hour to gather information about the following three points: 1) the implementation of English teaching at the local elementary schools; 2) the school rankings based on the accreditation given by the National Accreditation Board and the results of National Examination on the last three years; 3) any additional information about the English subject in general and English teaching, in particular, that has been implemented in

elementary schools. While the interview was conducted, field notes and voice recorders were used to record the data gained from the interview between the researcher and the source person.

In addition, another interview was also undertaken with the Coordinator of Principals of Elementary School, who gave additional information about elementary schools and the recommendation of the schools to be the population. From the interview, it was decided that 274 schools, which are located in five sub-districts and have the complete grade—from 1 to 6 are being the participants in the preliminary survey.

In the next phases, the series of the interview was also conducted with teachers. English teachers from the nine chosen schools were to be interviewed in the selection of the students in taking Cambridge YLE Tests. Teachers' recommendation of their students was crucial as the results brought impacts on further investigation. Hence, in the classroom observation phase, interviews were regularly conducted with the participating teachers to confirm the notes taken while observing the teaching and learning process. As observations were held in three English classes in the well-selected schools, interviews were also undertaken to gain depth information and as the triangulation data. Guidelines for interviews were constructed so that the information needed could be captured. The interview guidelines can be seen in Appendix 7.

3.3.3.5. Focus Group Discussion (FGD)

Focus group discussion (FGD) with three English teachers was conducted to gain an in-depth understanding of the EYL teaching practices and the issues related to TEYL. This qualitative approach is frequently undertaken to gain a comprehensive understanding of the specific problems (Nyumba et al., 2018). A HERD Publication (2016) adds by stating that in FGD, participants are free to talk with other group members. Unlike other research methods, it encourages discussions with other participants. As one of the three selected schools had more than two English teachers, FGD was chosen to replace interviews as all the English teachers could answer and discuss the given questions in the appointed session

together. It is led by the researcher as the moderator and organized in a loosely structured discussion.

3.3.3.6. Documentary Materials

The document is defined as the form of data which cannot be gathered from questionnaire and classroom observations (Tambunan, 2017). Moreover, the credibility of the research finding and interpretation can be enhanced by the availability of the document-based data (Setiasih, 2012). Dealing with this, supporting relevant documents were also collected to support the data gained from the interview and questionnaire. The papers consisted of the accreditation documents of the local elementary school in 2016 and 2017, the results of the National Examination in 2015, 2016, 2017, and 2018, English subject syllabus, lesson plan, textbooks, handouts, and some of the students' work. In the preliminary study, the data of the accreditation rank of the elementary schools and the rank of the schools based on the results of the National Examination were gathered. These documents were provided by the Regional Office of Education.

3.3.3.7. Spoken Language Rubric

In the classroom observation, teachers' language use was examined in order to see how proficient they were in using English. Teachers' English proficiency was part of the content knowledge that was investigated in this study besides their knowledge about TEYL teaching materials. As the teachers' spoken English was central in the classroom observation, it was assessed to figure out how proficient they were in using the target language for teaching purposes. The Oral Assessment Criteria in CEFR adapted from the Language Policy Division (2009) was employed to assess teachers' spoken English. The rubric evaluated the spoken language in five categories that involved range, accuracy, fluency, interaction, and coherence, and measured teachers' spoken English at six levels: A1, A2, B1, B2, C1, and C2. Instead of using a holistic rubric that provided the overall judgment of the quality of the performance (Karkehabadi, 2008; Moskal, 2000), an analytic rubric which contained five dimensions, namely range, accuracy, fluency, interaction, and coherence at each level was chosen.

The use of an analytic rubric represents assessment on a multidimensional level (Mertler, 2001). This kind of rubric results primarily in several scores, followed by a summed total score. In this study, the second rubric was modified as the one issued by the Language Policy Division (2009) initially did not contain the continuum for scoring. The rating scale of each descriptor, which ranged from 1 to 12 was then added for each category to provide descriptions at each level of performance regarding what was expected for each criterion. As there were five categories, the total score was 60.

The scoring was undertaken by three raters so that it would be valid. Besides the researcher, the other two raters were lecturers in the English Department at reputable universities in Indonesia. They had pursued a doctoral degree in English Education and had experiences in teaching speaking for more than ten years. The final judgment was made by having the mean of the scores that all of the assessors made upon all of the observed categories. The rubric is presented in Appendix 8. As shown in the rubric, the rating scale for each criterion was 1-12. The summed of all dimensions then determined the level of teachers' spoken English. As there were six levels, each level weighed differently in which the highest range score obtained C2 (51-60) and the lowest achieved A1 (5-10).

3.3.4. Ethical Considerations Involved and Precaution Taken

Creswell (2014) frames five phases of research where ethical issues take place that include in the preliminary study, at the beginning of the study, in data collection and analysis process, reporting, sharing, and storing data. In conducting the initial research, these type of ethical issues were conducted: 1) having the approval of doing the research and observation as a part of dissertation writing from the university where the researcher was pursuing her doctorate and 2) having the permission of conducting research from the Regional Office of Education where the study was to be conducted. For the next stages of the investigation, a series of potential ethical issues became concerns. At the beginning of the study, a dissertation proposal had been written that contains the following points: 1) identification of research problems that benefited the participants; 2) formulations of the purposes of the study; and 3) sampling procedures formulation. Furthermore,

for data collection, these steps were to be taken: 1) making sure that all students as the test takers and other participants received the same treatment; 2) avoiding deceiving participants, and 3) respecting potential power imbalances and exploitation of participants in the interview session and in the process of completing the questionnaires. In data analysis, disclosing only positive results was avoided and the privacy and anonymity of participants were well kept. Hence, in the final process which was report writing and publication, these paces were undertaken: 1) avoiding falsifying authorship, evidence, data, findings, and conclusions, 2) checking for plagiarism to avoid it, 3) avoid disclosing information that might disadvantage participants, 4) using clear, straightforward, and appropriate language in writing the report, 5) sharing the data with the related stakeholders, like the university, the sponsor, and the Regional Office of Education, and 6) providing complete proof of compliance with ethical issues and lack of conflict of interest.

3.4. Data Analysis

The data gathered in the study were analyzed regarding the nature of the data. The quantitative data collected from the test were analyzed using Statistical Package for the Social Sciences (SPSS), version 25.0, due to its excellent capability to provide various types of analyses, data transformations, and forms of output (Arkkelin, 2014; Larson-Hall, 2010). Multiple regression approach was selected to analyze the data since there were more than two independent variables investigated. Then, to find out whether there was any relationship between the dependent and the dependent variables, the p-value of each independent variable was scrutinized. This was also employed to find out whether the null hypothesis (H_0) was accepted or rejected. P-value refers to the probability of observing the given value of the test statistic, or greater, under H_0 . To reject it, the cut-off value of 0.05 was set—when the p-value was under 0.05, H_0 was rejected and statistically significant differences between groups existed (Creswell, 2012 & 2014; Hamied, 2017). Additionally, the coefficient of regression (β) was also observed to decide which independent variable among others that had a relationship with the dependent variable dominated the most.

Google Form—an application used to collect information through a personalized survey or quiz was used to analyze the qualitative data gained from questionnaires. After receiving the paper-based questionnaires that were filled out by the principals and the English teachers, the answers were inputted in the Google Form. Google Form was chosen for it provides a response sheet that loads and displays data in diagrams and graphics, trends can be easily seen (Cyber Acoustics, 2017). Next, transcripts were made for the video and voice recordings during the classroom observations and interviews. As the data from the transcripts and some of the data from the questionnaires were qualitative, they were required to be thematically analyzed to recognize patterns that emerged from the data. The process involved identifying themes with relevance specific to the research focus, the research questions, and context, as well as the theoretical framework (Roberts et al., 2019). In addition, an oral communication rubric was administered to examine teachers' English language use.

3.5. Concluding Remarks

An in-depth exploration of the pedagogical practices of English teaching for young learners was undertaken in this study. The study employed an explanatory design that involved two phases of mixed methods design. It started with the quantitative data collection to answer the first and the second research questions. The second phase, the qualitative phase, was designed following the results of the early quantitative stage (Creswell et al., 2003; Hamied, 2017).

As it covered both qualitative and quantitative data, each type of data was analyzed separately before being interpreted cohesively. Google Form was used to analyze the data from the questionnaires. SPSS Version 25.0 was administered to analyze the students' English test results. While the qualitative data gathered from the surveys, classroom observations, interviews, and FGD were analyzed using thematic qualitative analysis. Triangulation or validation was obtained by administering multi-methods (Setyaningsih, 2018) of data collection through the questionnaires, observations, interviews, FGD, documentary checking, and test.