CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of this study. It covers the research design, research site, respondent and participant, data collection, and data analysis.

3.1 Research Design

This research focuses on the presenting a deep description of the Multiple-Intelligence activities used by teacher in teaching English for young learners. For this reason, descriptive-qualitative method was used in this study.

Qualitative research is a holistic approach that involves discovery. It is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail (Cresswell, 1994 quoted in Williams, 2007). Whereas Keegan (2009) explains qualitative as a research design that primarily concerned with meaning rather than measuring.

There are several characteristics of qualitative research: (1) the focus of the research is 'quality', (2) the aim is description, findings, and understanding, (3) the settings are natural, (4) the sample is small and purposive, and (5) the data collection consist of researcher as the main instrument, interview, and observation (Alwasilah, 2008:92).

The aim of descriptive method is to examine the current event or phenomenon of the research (Alwasilah, 2008). For this reason, the qualitative approach of descriptive method is suitable because it could be used to explain the detail of multiple intelligence activities used by the teacher in teaching English for young learners. In addition, this study employed the descriptive qualitative method because there is no treatment given during the observation. This study only observed the phenomena happened in the classroom, in detail, this study was set to investigate the multiple intelligence activities used by the teacher in teaching English for young learners.

3.2 Research Site

Qualitative research strives to collect, integrate, and present data from a variety of sources of evidence as part of any given study. The variety will likely follow from study a real-world setting and its participant (Yin, 2011). In this research, the site is a Kindergarten in Bekasi. The site has been considered as the site of the study because of several reasons: first, this school is known as a well-known institution in teaching young learners; second, this school offers English as one of the subjects; and the last, the permission to conduct a study in this school was permitted by the headmaster and teachers in this school.

3.3 Respondent and Participant

The respondent of this study was a male teacher in a kindergarten in Bekasi. He was teaching class B students (4-5 years old). He was chosen due to some reasons. First, he has taught English for young learners since 8 years ago, so he might have many experiences in teaching English for young learners. Second, he used many activities in teaching English, these activities were considered as multiple intelligence activities. Last, he was willing to fully participate and was ready to be a respondent of this study.

The participants of this study are students in class B of a kindergarten in Bekasi. This class was chosen to be participants of this study because they have a settled schedule of English.

3.4 Data Collection

According to Mertler and Charles (2008) qualitative research tries to document the obtained data carefully, and the obtained data would be mostly verbal, acquired through observation, notation, and recording.

In collecting the data, the study used three instruments: observation, interview, and document analysis. Observation was conducted during the learning process to find out the Multiple Inteligence activities that used by the teacher in teaching English for young learners. Gold as cited by Yin (2011) stated the relative emphasis between "participating" and "observing" can produce four variants: (1) being a participant

27

only, (2) being a participant who also observes, (3) being an observer who also participate, and (4) being an observer only. The writer of this study is observer only who observes the classroom activities precisely without any involvement in the classroom activities. Interview is conducted to collect the information from teacher's perspective of using Multiple Intelligence activities and the students' response of using those activities. While document analysis aimed to identify the goal of the classroom activities, such as lesson plan and syllabus. The explanation of each data collecting technique can be seen below:

3.4.1 Class Observation

Observation was used to collect data about the implementation of multiple intelligence activities in teaching English for young learners. More precisely, the observation aimed at the process of teaching performed by the teacher as well as how the students are involved in each activity. Observation is a research process that offers an investigator the opportunity to gather 'live' data from naturally occurring social situations (Cohen, et al, 2007). Bailey (1994:244) stated that observational data may be useful for recording non-verbal behaviour, behaviour in natural or contrived settings, and longitudinal analysis. Verbal behaviour can be seen when the teacher is speaking or writing, while non-verbal behaviour can be seen from body gesture and facial expressions of the teacher. In line with Bailey, Patton (1990:202) suggested that observational data can display the situation of the classroom originally.

The observation of this study was conducted six times in 30 minutes per each meeting. These observations were aimed to find out the implementation of multiple intelligence activities in teaching English for young learners.

Table 3.4.1 Observation Schedule

No	Date	Topic
1.	3rd May 2013	Animals
2.	10th May 2013	Numbers
3.	17th May 2013	My body
4.	24th May 2013	Family
5.	31st May 2013	Transportation
6.	7th June 2013	Colours

During these observations, the writer used observation sheet as the instrument. It was used to find out the implementation of multiple intelligence activities in teaching English for young learners and categorize the activities based on the eight multiple intelligences.

3.4.2 Interview

The interview is seen as providing a window onto the mind or "life-world" (Kayle as cited by Litoselliti, 2010). In this study, the interview was conducted as the instrument to find out the students' response toward multiple intelligence activities in teacher's perspective.

The kind of interview used in this study was guided or semi-structured interview. According to Field and Morse (1985:67) as cited by Emilia (2008:194), a guided or semi structured interview was used in both stages of interviews to enable the researcher to get all information required (without forgetting a question), while at the same time to permit participants' freedom of responses and description to illustrate the concepts.

On the interview, the interviewee was asked several questions related to his experience implementing multiple intelligence activities in the classroom and the students' responses toward these activities. The process was recorded by handy camera. Specifically, the interview contained 5 questions which was conducted based on the following guideline

Table 3.4 Interview Questions

No	Details	Objective
1.	How long have you taught English for young learners?	To know the respondent experience in teaching English for Young Learners
2.	Do you know about Multiple Intelligence?	To know the respondent knowledge about Multiple Intelligence
3.	What are activities that you use to teach English for Young Learners?	To find out the activities being used in teaching English for young learners
4.	Why do you use those activities in teaching English for young learners?	To find out the respondent reasons in choosing those activities
5	What are students responses toward Mulyiple Intelligence activities?	To find out the students response toward Multiple Intelligence activities

3.4.3 Document Analysis

In this study, there was a document to be analyzed: syllabus. Syllabus was collected to provide data related to topics and learning objectives. During the process of observation, the researcher only got one syllabus. The researcher analysed and interpreted the syllabus. The document can be seen in appendices.

3.5 Data Analysis

After collecting the data, the data of the study will be conducted by several steps. According to Huberman and Miles as cited by Basrowi and Suwandi (2008), there were three steps on analyzing the data: First, data reduction; the researcher reduces unnecessary information from the data were obtained through observation. In this process, the data from observation and interview were transcript. Second, data analyzed; the data from observation, interview, and document analysis are analyzed. For detail of its process, it can be seen below:

3.5.1 Analysis Data from Observation

The analysis of classroom observation was conducted through several stages as follow:

1. Watching the video observation many times

2. Transcribing the data from the video observations

3. Analyzing and classifying the data into categories related to eight multiple intelligence activities. In this step, the observation sheet was used to mark the multiple intelligence activities that have been implemented in the classroom

Table 3.5.1 Observation Sheet

No	Multiple Intelligence Activities	Yes	No	Language focus
A. Linguistic				
1.	Story Telling			
2.	Brainstorming			
3.	Drilling			
4.	Tape Recording			
B. Logical-Mathematic				
1.	Classification and categorizing			
2.	Counting numbers			
3.	Riddle			
C. Spatial				
1.	Visualization			
2.	Showing Pictures			
3.	Color cues			
D. Bodily Kinaesthetic				

1.	Body Answer			
2.	Game Take the Ball			
E. Musical Intelligence				
1.	Sing a song			
F. Interpersonal				
1.	Peer sharing			
G. Intrapersonal				
1.	Personal Connection			
H. Nature				
1.	Observe the weather			

3.5.2 Analysis Data from Interview

The steps in analyzing the data from interview were as follow:

1. Transcribing the data from video recording of interview

2. Categorizing the data from interview into several themes which becomes the
   main concern of this study

3. Reducing inappropriate data

4. Interpreting the data from interview to address research questions

3.5.3 Analysis Data from Documents

A document (syllabus) was analyzed and interpreted into several steps:

1. Read the document

2. Marked the part of document which concern with the research questions (language focus and activities of each meeting). Then the activities were classified based on eight intelligences.

3. Interpreting the data from document

The next step is data display. It could be in the form of graphics, tables, chart, and narrative text. In this study, the researcher used table to display the data. The last is conclusion; this section can be done by describing the result about Multiple Intelligence activities that are used by the teacher; also provided by the students' responses toward Multiple Intelligence activities.

3.6 Concluding Remarks

This chapter has presented research design, research site, respondent and participant, data collection technique, and data analysis technique. The results of the data will be discussed on the next chapter