

CHAPTER III

METHODOLOGY

This chapter elaborates the method employed in this research. This chapter also describes the procedures of the study to answer the two questions stated in chapter 1. It covers formulations of the problem, research design, clarification of terms, research site and participants, data collection, and data analysis.

3.1 Formulation of The Problems

1. What are the benefits of using puppet in teaching speaking to young learners?
2. How do young learners respond toward the use of puppet in their speaking activity?

3.2 Research Design

In order to answer the initial questions, this study employed qualitative method by involving a case study. It is usually used to comprehend social phenomenon from participant point of view (Sukmadinata, 2005; Patton, 1990). In line with that definition, this study was conducted to find out how the use of puppet gives benefits for the teachers and students in teaching speaking to young learners and how the students respond to the use of puppet. Those were indicated by classroom benefits, speaking aspect benefits, and speaking strategies benefits, and also to reveal their responses during the speaking learning with this approach.

The choice of using this method considers the research questions and the aims of this study that is to go in-depth understanding. This is relevant to Merriam's (1988) statement that case study can be classified as an evaluated study because it involves description, explanation, and judgments of people's individual and collective social actions, beliefs, thoughts, and perceptions. Since the teacher made and implemented the teaching program to evaluate its appropriateness, this study can be also categorized as a qualitative program evaluation (Nunan, 1992,

as cited by Emilia, 2005). Therefore, the teacher was also a participant observer, since she also took part in the research (Merriam, 1998).

Moreover, a case study can be learnt from studying just one individual, one classroom, one school, or one school district (Fraenkel&Wallen, 1990:370). Similarly, Emilia (2005) states that a case study design is employed in “a small scale, a single case” focus on one particular instance of educational experience or practice. The researcher chose a single case to help the case holistic by investigating the use of puppet in teaching speaking to young learners.

3.3 Clarification of Terms

In order to avoid misunderstanding on this study, some terms need to be explained:

1. *Use*, refers to the function of a project or instructions, or on how it is applied. In the present study, it is related with the use of puppet in teaching speaking to young learners for the teachers and students.
2. *Puppet* is a doll that can be made to move by wires or that fits over somebody's hand so that the hand can move it. In this study, puppet refers to the media that used in the process of speaking learning during observation. Puppet is indicated as good media in teaching speaking to young learners. Participant had their own puppet to communicate with others.
3. *Speaking* refers to a task that involves young learners to speak well in the observation sessions. In this study, participants were involved in many speaking activities by using puppet.
4. *Young Learners* are some of students who learn speaking in English style. In this study, they are 7th grader of Junior High School students, age 12-13 years that have been learning English since Elementary school

3.4 Research Site and Participants

The study was conducted in a public junior high school in Bandung. This school was chosen for three reasons. First, the school authorities allowed the researcher to conduct this study in their school; hence, this enhances the feasibility of this research. Second, the curriculum of grade 7 is suitable with the purpose of the research; therefore, this provides more opportunities to conduct an observation. Third, the chosen school belongs to the criteria of the research. This also enhances the feasibility of the present study which focuses on investigating speaking skills.

This study took nine seventh grade students. The nine students were classified into three levels of achievement, namely, low, middle, and high achievers. This categorization was based on their English course in the previous semester, indicated by their grades in speaking.

3.5 Data Collection

To collect the data, three instruments were used; they are classroom observations, written documents, and interview. Since case studies also allow one to present data collected from multiple methods (i.e. interview, document review, and observation) to provide the complete story (Neala, Thapa, and Boyce, 2006, p. 4). Those instruments were aimed to gain the data accurately and to answer the research questions proposed.

The research was conducted along with the regular schedule in the school. The data were collected in three weeks. During the research, the researcher took part and acted as the teacher. Table 3.1 shows the schedule of the research.

Table 3.1 The Schedule of The Research

No.	Activities	Meeting(s)					
		1	2	3	4	5	6
1.	Introduction and classroom observation 1	√					
2.	Classroom observation 2		√				
3.	Classroom observation 3			√			
4.	Classroom observation 4				√		
5.	Classroom observation 5					√	
6.	Classroom observation 6 and interview						√

Each of the instrument will be described below:

3.5.1 Classroom Observation

In this study, classroom observation was used to gain data during the implementation of using puppet in teaching speaking. The classroom observations were conducted six times. The type of observation in this study was participant observation (Merriam 1991; Sugiyono, 2009) since the researcher took part as the teacher who implemented the use of puppet in teaching speaking to young learners. Moreover, Nunan and Carter (2001) states that participant observation is conducted by someone who is a member of the group under investigation (e.g. the teacher or student in the classroom). Each meeting spent 60 minutes per meeting. Video recording was used in each meeting to be observed by the researcher to gain more data about the speaking situations. The following observations also were achieved using students' checklist to observe speaking situations as described below

Table 3.2 Students' checklist

	ACTIVITIES	YES	NO	Evidence
PRE- ACTIVITY	The students were motivated and engaged in the activity			
	The students participated actively in the activity			
	The students were interested to the puppets and use the target language with ease			
MAIN ACTIVITY	The students understood the speaking instruction			
	The students faced some difficulties on accomplishing the task			
	The students' enthusiasm to the puppet in their speaking activity during the lesson.			
POST ACTIVITY	The students take roles in speaking activity by using puppet.			
	The students comprehend the material given			
	The students responded enthusiastically to the given homework.			

Moreover, teacher field notes were also used during the observations in six meetings. This field notes are very useful in a qualitative research (Patton, 1990) to acquire the content analysis. These instruments record the real-life teaching situations and reflections. Furthermore, students' responses were also observed during the observations. It analyzed by categorizing the observation sheet and teacher field notes into some codes. Each response from the students was presented by evidence found during teaching and learning activities in the class. To analyze students' responses towards the use of puppets, the following criteria were used:

Table 3.3 Observed Student's Responses

Speaking Process Procedure	Students' Responses
Pre activity	Enth = Enthusiastic Att = Attractive
Main Activity	Re = Reluctant Dis = Distracted
Post Activity	Sile = Silent Con = Confused (+) AS = Longer Attention Span (-) AS = Shorter Attention Span

3.5.2 Written Documents

Written document is also one of the instruments that is used to gather the data in order to answer the research questions. The written documents are in the forms of (1) lesson plans during the observation in six meetings, (2) students' checklist and teacher's field notes, and (3) video recording transcriptions.

Each student had their own puppet in the speaking activity from the beginning until the end and the way they used puppets in the speaking activities were transcribed in transcription. While the teacher's field notes (see Appendix C) were also analyzed to see teacher's perception toward the lesson in the class.

Teacher's field notes provide a running commentary on the events which occur in a lesson (Nunan & Carter, 2001). The teacher always writes some notes to make the research better. Moreover, field notes provide a human, interpretive dimension to observational data. Furthermore, students' checklist would be analyzed to see students' responses during the teaching and learning process. Last, written document is video recording transcription that was transcribed from each meeting (see Appendix E). Finally, the researcher carried out some evidences that related with the speaking activities by using puppets.

3.5.3 Interview

In this study, interview is aimed to collect the information about the students' thought, feelings, responses, difficulties, and expectation towards the use of puppet show in their speaking activity during the observation. The focus group interview was conducted in this study to gain more insight from the student. Focus group interview is a technique involving the use of in-depth group interviews in which participants are selected because they are a purposive (Rabiee, 2001). Furthermore, focus group interview gives a convenient situation to the students as well as to accumulate the individual knowledge (Brown et al, 1989, p. 40; as cited in Patton, 1990). Moreover, it has been chosen because personal experience has indicated that the approaches are easily accessible to both researcher and participants.

The interview was given to nine students after the observations were done. It was delivered in Bahasa Indonesia to make them easier since the participants are young learners, and to get in-depth responses from them (see Appendix B). The informal situation was applied during the focus group interview. As stated by Patton (1990) informal conversational interview is the most open-ended approach to interviewing since it is highly responsive to individual differences and situational changes. The interview was conducted based on the following questions:

1. What do you think about English lesson?

2. Which skills is the most difficult and easiest for you? Why? How about speaking?
3. Which one is your favorite media? How about puppets?
4. At the beginning, what came to your mind when you heard puppet?
5. Do puppets make you easier to learn English? What kinds of puppets do you like the most?
6. If we relate it to speaking, does the puppet help you to speak English in the learning process?
7. What do you think at studying by using puppet?
8. Which one is your favorite activity when using puppet in the learning process?
9. What do you think about the teacher in using puppet during the teaching and learning process?
10. How if the teacher does not use puppet in the learning process?

3.6 Data Analysis

After gaining the data which were collected from classroom observations, written documents, and interviews, the data was analyzed by following some steps. Those instruments will be presented in a form of descriptive explanation. Furthermore, the data gained from three instruments were cross-checked using triangulation to enhance research reliability and validity (Vidovich: 2003). The statement is supported by Denzin (1970, cited in Patton (1990), that triangulation is useful to overcome the intrinsic bias that comes from single-methods, single observer, and single-theory-studies.

3.6.1 Analysis of Classroom Observation

The data observations were analyzed from videos that were recorded during the activities in the class, particularly speaking activities. It was useful to capture the real situation in the class, and to support the data from students' checklist and teacher's field notes. The videos were played back in times. Some

notes were written based on the young learners' behavior (see Appendix C). Then, those notes were interpreted into some categories (see Appendix D) to address the research questions. The results of analysis will be explained comprehensively

3.6.2 Analysis of Written Documents

To fully understand the situation from some aspects, such as students' checklist and teacher field notes (see Appendix C), and video recording transcriptions were used to get more data. Document analysis was also used to describe student learning related to concept development, self-confident, social interaction, communication skills, etc.

Moreover, teacher's field notes and students' checklist were very useful to comprehend teacher's belief in carrying out the lesson plans. The researcher could acquire what should be evaluated and improved from the lesson plan every meeting. To fully understand, teacher's field notes were read over and over again, categorized into several aspects related to the research questions and it was also paired with relevant theories explained in Chapter 2.

Video recording transcription was analyzed to find out some evidences in using puppets by the students whether it run appropriately or not during the observations. Then, the transcription compared to the teacher's field notes and students' checklist. From the transcription, the researcher will gain the real situation and feeling of participants during the class observations.

The data gained from this instrument was very useful to support the data from the focus group interview. As a final point, those data were associated with appropriate literature which is presented in the next chapter.

3.6.3 Analysis of Interview

To fulfill the second research question about students' responses, the researcher analyzed the result of interview session. Interview is not naturally occurred, it is 'constructed' by researchers, and, as such, they do not provide

direct access to the experiences of the ones studied (Silverman 1998). There are some steps to evaluate interviews' result. The data gained from the group interview were recorded using voice-recorder in one time.

To analyze the data, firstly, the researcher transcribed the data from interview into the written data. Secondly, examine the written data of interview results by relating the development of students' speaking ability and students' responses to the use of puppet show. Thirdly, explaining the results of interview to answer research questions in proper literature that is presented in the next chapter.

The results of data analysis from classroom observations, written documents, and interview were cross-checked by using triangulation. Furthermore, the triangulation technique was used to cross-reference a number of participants' perception of an event (Elliot, 1991). Triangulation refers to processes of verification which give us confidence in our observation. It is supported by Nunan & Carter (2001) that triangulation method entails the use of multiple methods (e.g. interviews, questionnaires, observation schedules, test scores, field notes, etc).

Those data then were compared and were matched to see the relationships of puppet and students' response in the teaching learning. By triangulating the data, the events or facts of case study are supported by more than single source of evidence (Yin, 2003). Triangulation strengthens the reliability and the internal validity especially in terms of using multiple methods of data collection and analysis (Merriam, 1998). Furthermore, there is no framework to analyze the group interview data (Onwuegbuzie et al, 2009). This study used classical content analysis technique to analyze the data more deeply.

Moreover, triangulation provides a means for the researcher working with non-quantified data to check on their interpretations by providing enhanced credibility through the incorporation of multiple points of view and various data sets.

3.7 Research Procedures

3.7.1 Teacher's Activity before the Program

Before starting the research, the researcher who was also the teacher prepared the lesson by following several points proposed by Paul (2003). In analyzing the lesson plans, the researcher read and acquired deeply the lesson activities to see the sequences between each activity to support the classroom activities. From this way, the use of puppet in teaching speaking to young learners was implemented appropriately:

1) *The core targets for the lesson*

The general target of the lesson was to give students some chances to express their feeling ideas through English Speaking activity. The lesson also was used to engage students in the speaking activities conducted. At the end of the program the teacher would like to find out the students' development in speaking English as a foreign language by using puppet in front of their friends.

2) *The equipment and lesson material that would be needed*

Since the main equipment of the lesson was puppets, the teacher arranged some activities in order to achieve the goals of the lesson. There was main puppet that was introduced from the first meeting, named Reza and known as the researcher's friend. However, each student has their own puppets and belonged to such groups based on the criteria of the puppets. There were five characters of puppet, such as owl, goat, horse, turtle, and sheep. The students pretended to be the family of each animal during the classroom activities. After two meetings, the researcher brought the puppets of human. There was a family of Reza, as the main character of human puppet.

Regarding to the material given, the material was chosen by the researcher that closely related to student's daily life. The material also was chosen based on the curriculum and syllabus in the school. After choosing the materials and deciding the activities would be given, the researcher started to design the lesson plan (see Appendix A) and prepared the teaching media which was made on the lesson plan.

3) *The activities that will be used*

Generally, the technique used in the teaching activity was three-phase technique, namely pre-activity, main activity, and post-activity. In every meeting, the teacher conducted those stages of activities.

3.7.2 Teacher and Student' Activities: Implementing the Lesson

In the implementing of the lesson, the teacher used stages based on the three-phase technique that consists of pre-activity, main activity, and post-activity. These stages were implemented in meetings, which falls into the following stages.

1. *Pre-activity*, firstly, the teacher started the lesson by telling the students what they were going to learn as well as the goals of the lesson of each meeting. After that, the teacher brought the main puppet, Reza, in front of the class to greet the students and their own puppets in every meeting. Reza also provided the students to review the previous lesson that started from second meeting until the end. The students felt the atmosphere of puppet since the beginning and they would have connection with puppets as the main equipment or media in this research.
2. *Main activity*, the teacher told the story in each meeting by using puppets. The story involved the materials given according to the lesson plan. The teacher read story in two times to make students understand easily. The topics of the stories were “*me, my family, and my neighborhood*”. After that, the teacher invited some students to do role play in front of the class. Then, the teacher checked the main material in each meeting to the students by using puppet to communicate
3. *Post-activity*, this session was used usually for discussing and telling to the class about the lesson. It was intended to make sure that students comprehended the materials well.

The following is the summary table of the lesson conducted during the observations

Table 3.4 Lesson Summary

Meeting	Topic	Lesson Objective	Puppets
1 (September 9, 2013)	Hello, this is my puppet	To have their own puppet by making puppet in group.	The puppets used were chosen based on the topic and the lesson objectives. See Appendix A for further information.
2 (September 11, 2013)	It's me!	To fully understand how to introduce themselves to others. There is a character named Reza during the lesson to give example	
3 (September 16, 2013)	I love my family	To introduce eight new vocabularies about family. There is a photo of Reza's family.	
4 (September 18, 2013)	Hey, they are my family	To be capable in introducing other people, in this case their family.	
5 (September 23, 2013)	Let's enjoy the neighborhood.	To identify expression of introducing others, in this case the neighbors in the story.	
6 (September 25, 2013)	My neighbors.	To be capable in introducing others people appropriately and correctly	
NOTE : The activities were based on the lesson objectives. See Appendix A for further details.			