

## **CHAPTER III**

### **METHODOLOGY**

This chapter encompasses the steps in conducting the study. Those steps are method of the study, site and respondents, data collecting method, and data analysis.

#### **3.1 Method of the Study**

This research is qualitative study since it was conducted in a natural setting, i.e. language classroom and its aims to and describe in detail all of particular phenomenon occurring in such setting. Therefore, qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures (Merriam, 1988 ct. in Creswell, 1994:145) from the natural setting. Besides, such a method accommodates the study to investigate deeply and to analyze intensively multifarious phenomena (Cohen & Manion, 1989).

According to such definition, this present study is therefore a qualitative-descriptive research since it attempts to find out the English teaching strategies applying multiple intelligences-based instruction and the barriers that might be faced by the English teacher. Therefore, qualitative study is appropriate for the present study in order to gain, identify and describe the data from natural setting.

Furthermore, concerning the purpose of the study— to find out the English teaching strategies applying multiple intelligences-based instruction and the

barriers that might be faced by the English teacher— the present study adopts *ethnography approach* or *micro ethnography* which employs various sources, for instance interviews, stimulated recalls, lesson recordings and transcripts in a classroom setting. Therefore, through such an approach this study attempts to analyze classroom events from the participant's perspective (Tsui, 2001). Regarding with the procedure of data collecting and data analysis in classroom research, the researcher occupied the acts of observing, transcribing, coding, describing, and interpreting (van Lier, 1984:126).

### **3.2 Site and Respondents**

This study was conducted at Mutiara Hati, an elementary school located in Antapani, Bandung.

This study applied purposive sampling in which a female English teacher as the main resource of the data is selected because she has some criteria to be chosen.

### **3.3 Data Collecting Methods**

Since this study is qualitative, the data collecting of natural spoken classroom discourse involved several techniques: video recordings and semi-structured interviews in separate session.

#### **3.4.1 Video recordings**

To get the teaching strategies which are used by the English teacher in the instructional activities, videotapes of the classroom activities are developed to

collect the data of verbal and nonverbal interaction between the teacher and the students. Such activities gain a comprehensive data which provide an opportunity to review and observe the classroom activities.

Videotaping is required in educational research in order to avoid the obstacles such as loosing of several behaviors of interest that are occurring rapidly in an educational setting. Because of that reason, videotaping is the main method of the present study which attempts to investigate the implementation of multiple intelligences-based instruction implementations.

According to Fraenkel and Wallen (1990) videotaping has several advantages including; a) the tape may be replayed several times for continued study and analysis; b) experts or interested others can also hear and/or see what the researcher observed and offer their insights accordingly; c) A permanent record of certain kinds of behaviors is obtained for comparison with later of different samples (p.373). This kind of recordings could assist the study to seek for validity of the data transcription.

### **3.4.2 Interviews**

After conducting the recordings, separated interview sessions were employed. The interviews are based on purposive sample in which an English teacher was interviewed by using a semi structured interview. In the sense, “the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of predetermined questions; topic and issues rather than questions determine the

course of the interview” (Nunan, 1992:149). The interviews were audio taped and transcribed. The questions for the teacher were constructed around:

1. The implication of multiple intelligences theory through their set of instruction in the classroom.
2. The pre-activities done by the teachers in preparing the teaching in the classroom
3. Factors that influence the teachers in planning the teaching instruction in the classroom.
4. Teaching strategies used by the teachers in the classroom.
5. The barriers faced by the teachers in implementing the multiple intelligences theory.

### **3.5 Data Analysis**

#### **3.5.1 Transcribing**

The data gained from videotaped teaching-learning activities and audio taped interviews were transcribed to turn it out to become a written source. The result of the transcription is the main source to analyze.

#### **3.5.2 The Procedure of Analysis**

All the data concerned the study was gathered, coded and categorized. The categories and codes served to function as the basis for qualitative writing. In terms of Suherdi's classroom discourse analysis tool (2007:30-40), the data gained from the transcription were classified into categories through some steps that follows.

- a. Segmenting the data and labeling the participants appear in the result of the lesson transcription: e.g. T (Teacher), Ss (Students), S<sub>1</sub>, S<sub>2</sub>, etc.
- b. Identifying the function of utterance by considering the meaning boundary and its intonation.
- c. Identifying the type of moves by considering the rules of exchange structures.

To analyze the data gained from coding transcription, theories on Multiple Intelligences proposed by Gardner (1999) and Armstrong (2002) were employed. The analysis focuses on the use of the eight intelligences— linguistic, logic-mathematics, spatial, kinesthetic, musical, inter-personal, intra-personal and natural intelligences— in an instructional activity.

