

CHAPTER III

RESEARCH METHODOLOGY

This chapter puts down the methodology employed in this study involving: (1) method of the study, (2) subjects, (3) research location, (4) data collection methods, (5) data analysis methods, and (6) establishment of trustworthiness; in order to meet the validity and reliability of the research.

3.1 Method of the Study

This research utilized descriptive method since the purpose of the study was to describe the implementation of Immersion program at Junior high school in Bandung. This study did not intend to search for something or to make any prediction; it only described the situation or phenomenon. As it is noted by Gay. L. R (1987) cited in Meisara (2007)

Descriptive method is a method of research that involves collecting data in order to test hypothesis or to answer questions concerning the current status of the subject of the study. This descriptive study determines and reports the way things are.

Since this study was intended to only describe things as they were, it employed qualitative research. Millan (1992:214) and cited in Eskaloperi (2007) emphasizes qualitative research was carried out in natural setting that the researcher should not manipulate any treatment.

3.3 Research Location

The investigated school was SMPN I Margahayu which is located at Jl. Kopo no.397 Kabupaten Bandung. The school was chosen because it implements Immersion program. Besides, a good relationship between the researcher and the respondents might also contribute to the investigation.

3.4 Data Collection Methods

Stake (1995) and Yin (1994) cited in Kusdini (2005) identifies at least six sources of evidence in qualitative study, there are:

1. Documents
2. Archival records
3. Interviews
4. Direct observation
5. Participant-observation, and
6. Physical artifacts

In obtaining the data needed, the researcher procured three of them they were direct observation, interviews, and documents.

3.4.1 Direct Observation

Observing the teaching learning process in Immersion classroom was the process of fulfilling the data needed. In accordance to Sujana (1989:109) cited in Wardani (1999) observation as an instrument of collecting data was used to measure

the behavior of individual or the process of activities which could be observed in real situation or in artificial situation. In order to deeply understand the teaching learning process, the investigated teacher used video recording as main sources of data analysis.

The teachers to be investigated were English, Math and Science teacher. Since there were three Science teachers; Physics, Biology, and Chemistry, the researcher only observed Physics teacher because interviewing those three teachers would be too time-consuming.

In conducting the observation, the researcher did not merely observe the class situation, instead she utilized field-note taking as well as checklist in the framework of Immersion techniques suggested by Snow (2001: 313-314) cited in Juhrufilah (2006). The framework encompassed several instructional techniques which then would be matched with the excerpts taken from the transcriptions of the class observation. The detail of the framework of class observation can be seen as follow.

Table 3.1

Framework of Immersion Techniques

No.	Techniques	Indication	Explanation
1.	Modifying Input a. Slower (yet natural) rate of speech b. Clear enunciation c. Controlled vocabulary /		

	limited initial use of idiom		
2.	Using Contextual Cues <ul style="list-style-type: none"> a. Gestures b. Dramatization of meaning c. Visuals, including pictures, photographs d. Realia (i.e., actual physical objects) e. Bulletin boards f. Words banks g. Building predictability h. Building redundancy 		
3.	Checking for Understanding <ul style="list-style-type: none"> a. Asking learners to decide if information is true or false b. Asking learners to provide examples c. Having learners paraphrase important term in their own words d. Having learners summarize key information e. Asking learners both factual and referential questions f. Having learners ask each other questions 		

4.	Designing Appropriate Lessons a. Vocabulary instruction b. Prioritizing objectives c. Providing schema-building activities d. Learner grouping strategies		
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Snow (2001: 313-314) cited in Juhrufilah (2006)

3.4.2 Interview

This instrument was employed to find out data that could not be gained through observation. As suggested by Alwasilah (2002) interview can be utilized to obtain the data which possibly cannot be covered through observation. Since the purpose of the study was to investigate the implementation of the Immersion program in the particular class, the researcher conducted the interview to teachers; they are English, Math and Physics teacher.

Furthermore, the interview was also conducted to learners of Immersion class; VII A. There were five boys and girls who were chosen using a purposive sampling method.

3.4.3 Document Investigation

In accordance with Webster's New Collegiate Dictionary (1981) cited by Alwasilah (2003) document is an original or official paper relied on as the basis, proof, or support of something (p.333). The documents were gathered as additional

information for the data gained from interview and class observation. They were lesson plan and exercise sheet (See appendices).

3.5 Data Analysis Methods

The complete data gained from class observation, interview and document investigation were analyzed using the following step.

3.5.1 Class Observation and Interview

After making the transcript of class observation and students and teachers' interview, the researcher then analyzed it based on the research question.

3.5.2 Document Investigation

The data collected from document investigation were then classified along with the study need.

3.6 Establishment of Trustworthiness

To improve and maximize the trustworthiness of the research result, Cresswell (1994:167) suggests employing the following strategies:

(1) Triangulation of data—Data would be collected through multiple sources, including interviews, observations and documents, and (2) Member checking—the informant will serve as a check throughout the analysis process. An ongoing dialogue regarding our interpretations of the informants' realities and meanings will ensure the truth value of the data, and (3) Long terms and repeated observations of similar phenomenon and setting will occur on-site over four month period of time.
