CHAPTER III
RESEARCH METHODOLOGY

This chapter elaborates aspects related to the research methodology employed in the present study. The discussion covers a description of research design used in the study and then the site, the subjects of the study. Data collection and analysis will be included as well.

3.1 Research Design

An exploratory case study used when little is known about the case being examined is employed in this study (Yin cited in Heigham and Croker, 2009). It can also be considered as a case study dealing with a single case or small-scale case (Merriam, 1998) and typically emphasizing features that make one person or organization different from others (Thomas, 2003). The researcher explores a single entity or a case bounded by time and activity (a program, event, process, institution, or social group and collects detailed information by using a variety of data collection procedures during a sustained period of time (Cresswell, 1994).

Two data collection techniques were used in this study to gain the data needed. The techniques are observations including transcripts, field notes and document from students’ works and their responses obtained from activities in the classroom and questionnaire. Classroom observations were carried out to examine activities conducted in the teaching vocabulary through edutainment software and
students’ efforts in reaching the objectives which have been set for learning over a unit of work or a length of time (McKay, 2006). The observation is a non-intrusive tool to assess children’s performance since the children are often not even aware that they are being assessed (Pinter, 2006). Students’ works were utilized to know their ability in learning vocabulary using edutainment software. Meanwhile students’ responses from teaching learning process using i tutor.net and questionnaire were used to know students’ responses toward the English teaching learning process through edutainment software.

3.2 Research Site

This study was carried out in a public elementary school in Subang for two reasons. First, this school is a pilot elementary school with international standard (Rintisan Sekolah Dasar Bertaraf Internasional/RSDBI) in Kalijati, Subang in which English has been taught to the learners since they are in the first grade. Second, this school is equipped with appropriate facilities including computers and LCD projector. The strategy used in this study required the facilities that were very helpful in the vocabulary teaching and learning process. However, based on the information from the teacher, these tools are never used in vocabulary teaching and learning process. She just gives some vocabularies from the text book to mention and write and memorize through direct instruction and translation. Hence, the researcher met a challenge to implement a different technique that can help the students to acquire vocabularies more effectively and keep the vocabularies in their minds for the longer term.
3.3 Research Subjects

The 19 third grade learners of a public elementary (RSDBI) in Subang were chosen as the subjects of this study for three reasons. First, the school has been endorsed as RSDBI since three years ago, so they consisting of 10 males and 9 females are the first group prepared and designed to have the capabilities with international standard. As a result, English is one of the lessons which are stressed to learn by the students. Second, the information and technology course both in theory and in practice has been given to the learners. The students have been introduced to operate computer. It is beneficial when the English teaching and learning process is brought in the classroom through edutainment software, a computer-based technique. In using technology with ELLs, it is important to become familiar with our own students’ familiarity with technology (Erben, et al., 2009). Third, the learners’ ages are ranging from 8 to the 9 which develop the ability to apply logical reasoning in several areas of knowledge at the same time (such as math, science and map reading) but this ability is restricted to the immediate context. This means that at this concrete operational stage, they cannot yet generalize their understanding (Pinter, 2006).

3.4 Data Collection

This study utilized classroom observation and document from students’ works and questionnaire as the technique of data collection. They will be described below.
3.4.1 Classroom Observation

The classroom observation was carried out for twelve sessions that spent one hour in average for each which then it was recorded and transcribed. At each occasion of teaching and learning process using *i tutor.net*, the researcher’s role was ‘teacher as researcher and as a participant observer, consequently, the researcher was able to engage in each activity intended to be observed (see Cohen and Manion, 1994). After the class ended, all the activities happened in the classroom during the observation were taken note by the researcher. It is in line with Fraenkel and Wallen (2007) who state that events were then reconstructed into field notes. The existing activities were compared with some theories of edutainment and teaching vocabulary to young learners. Then the data were concluded in findings. A colleague will be invited to observe the class because no observation is value-free or theory-free (Fraenkel and Wallen, 2007). Moreover, it is conducted to increase the reliability of observational evidence.

3.4.2 Documentary Data (students’ works and questionnaires)

In the case of this study, documentary data which were collected after the class ended are students’ works done in worksheets both individually and in group. Most of the works or tasks are similar with the activities in the computer. The tasks available in the worksheets were intended to give a chance for the students who did not have a turn yet to do an exercise in the computer. The tasks provided in the computer and worksheet among others were in the form of word sequencing, gap
filling, word-searching, and word-arranging, picture cloze, picture-matching, and picture labeling. They are suitable to the topics presented. The students did the tasks by cutting and sticking a picture to the right blank box provided, coloring the words found in the table, and labeling the picture in familiar learning contexts. The ways the students did the tasks were intended to encourage their confidence and build their self-esteem. As a result they are not worried about being assessed (Pinter, 2006).

Another data obtained from document in this study were questionnaires. The questioners which were collected at the end of each topic contained information to know students’ response toward the teaching vocabulary using edutainment software and a questionnaire for their English teacher. In this study, the students were asked to put a tick in the column like when they felt happy with the lesson and on the other hand, when they felt unhappy they put a tick in the column dislike. Then, they gave their comments about the reason of like or dislike of the lessons. Meanwhile, their English teacher who was also as an observer was asked to fill a questionnaire after the program ended.

3.5 Data Analysis

Data analysis in this study was conducted during and after data collection. It was carried out simultaneously with ongoing activities related to teaching and learning activities by implementing i tutor.net, as edutainment software in teaching vocabulary in the classroom. As Maxwell (1996) states that the data analysis is done as soon as the observation carried out otherwise it will lose visual details that might be important and might be forgotten if it is postponed to be analyzed. Then,
observation data recorded were transcribed, classified, and interpreted in information which had been summarized (Alwasilah, 2002, p. 229) and finally concluded. Data analysis and interpretation were also based on documentary data consisting of students’ works and questionnaires. The data were also classified, interpreted, summarized, and concluded.

In attempting to make the data valid and reliable, data source triangulation (see Cohen and Manion, 1994; Merriam 1998) was carried out. It was intended to make contrast and comparison of all data gained from different sources i.e. classroom observations and document analysis.

3.6 Closing Remarks

This chapter has been written to discuss the research methodology and design in this study. It includes the research site, participant, data collection and data analysis framework. The whole research findings will be discussed in Chapter Four.