CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the research methodology used in the study. It covers research questions, research method, setting of the study, data collecting method, data analysis method, and concluding mark.

3.1 Research Questions

This study was conducted to answer the following questions:

a. What strategies are used by English teachers in teaching grammar to young learners?

b. What obstacles do the teachers have in the process of teaching grammar to young learners?

c. What solutions are given by the teachers to overcome the problems?

3.2 Research Method

Research method used in this study was a qualitative research method which described the detail of situation and condition in the classroom. Sugiono (2007:2005) states that in order to find what happened in certain situation, it would be better to use qualitative research method.

3.3 Setting of the Study

The study was conducted in six public elementary schools in Bandung. The six schools were chosen for several reasons. It was because the schools were familiar and
they had different categories or levels. The first three schools were the upper level schools, and the other three schools were the lower level schools. The middle level schools were not chosen as the setting of the study because the middle schools would not give the significant differences.

The first three schools (school A, school B, school C) which were categorized as upper level schools had taught English for several years. These schools were categorized as upper level schools because of their facilities to facilitate children learn and their graduate students who always got the highest score in the final examination (UN). These three schools had language laboratory, but not all the teachers used language laboratory in teaching English.

Different from the upper level schools, the lower level schools did not have language laboratory to facilitate students learning. They did not teach by using any audio aids in their English class when they were teaching. Because of the lack of facilities, these three schools were categorized as the lower level schools.

There was one participant for each school. So there were six participants who took part in this study coded as Teacher 1 (T1), Teacher 2 (T2), Teacher 3 (T3), Teacher 4 (T4), Teacher 5 (T5), and Teacher 6 (T6). The following are the personal information of the participants:

a. Teacher 1 (T1) was male. He graduated from UNPAD for D3 degree majoring in English Literature, and from STKIP for S1 degree majoring in English Education and he had been teaching to young learners for about since 2002.

b. Teacher 2 (T2) was female. She graduated from UNPAD majoring in Arabic Literature. She had been teaching to young learners since 2006.
c. Teacher 3 (T3) was female. She graduated from SPG. She continued her study at STBA ABA, UNPAS, and UNINUS but she did not finish her study. She had been teaching to young learners since 1970.

d. Teacher 4 (T4) was male. He graduated from STKIP majoring in English Education and he had been teaching to young learners since 2003.

e. Teacher 5 (T5) was male. He graduated from PGSD UPI. Then he continued his study at STKIP majoring in English education. He had been teaching to young learners since 2005.

f. Teacher 6 (T6) was female. She graduated from FISIP UNPAS and she had been teaching to young learners since 2005.

The differences of the educational background of the teachers, facilities, and other factors would influence the way teachers teach English to the students. It would be necessary for the researcher to get more information in this study.

3.4 Data Collection Methods

In collecting the data of qualitative research, it would be better to use triangulation strategy (Alwasilah, 2000:150). Triangulation strategy in collecting the data is a strategy that combines more than one method of collecting data for the research. Using only a single method in gaining the data cannot provide enough data and description of the phenomena happen in doing qualitative research. Using triangulation in which more than one method used in the research can facilitate understanding for the researcher, as stated by Stainback (1988, cited in Sugiyono 2007:241) “the aim is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one’s understanding of whatever is being investigated”.

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There are advantages of using triangulation strategy: it can reduce the limitation of data used and research findings; it can reinforce the validity of the research (Alwasilah, 2000:150). It is in line with Patton (1980, cited in Sugiyono 2007:241) that “triangulation can build on the strengths of each type of data collection while minimizing the weakness in any single approach”.

Based on what had been elaborated above, triangulation strategy in collecting the data which employed more than one data collecting method was used. The method used in collecting the data were observation, and interview. Collecting the data started from December 2009 to April 2010.

3.4.1 Class Observation

Observations were conducted to gain the information what the teachers did in teaching grammar to young learners. The observations were conducted five times for each class. It was about an hour for each meeting because in elementary school, the time allocation for teaching English was an hour. The teaching and learning activities, which were observed, were recorded by tape recorder to get the detail of teaching and learning activities in the classroom. Teachers’ and students’ talks were transcribed. The researcher was a non-participant-observer who was not taking part in the teaching and learning activities in the classroom.

3.4.2 Interview

Interviews were conducted to gain information about the teachers’ strategy in teaching grammar to young learners, obstacles in teaching grammar to young learners, and the solution to overcome the problems. The interview was done after the class observations had been conducted. The type of interview used was in depth interview.
3.5 Data Analysis Method

Data analysis was done after all the data, which consisted of observation data and interview data, had been gained. In analyzing the data, the data both from observation and interview were divided based on the research questions such as the teaching strategies used by the teachers in teaching grammar to young learners (which included planning the lesson, implementing the grammar teaching strategies, and assessing the students’ learning), the obstacles that the teachers have in teaching English to young learners, and the solution given by the teachers to overcome the problems. The names of the teachers as the respondents were omitted to avoid bias.

3.6 Concluding Remark

This chapter discussed about the methodology of the research which was qualitative research method. To maintain the validity of the research, the data were gained by using triangulation procedure; they were observing the class activities and interviewing the teachers related to their teaching strategies. Then the data were analyzed by categorizing it into several topics based on the research questions. Both observation and interview were used to answer the research questions.