

CHAPTER THREE

RESEARCH METHOD

This chapter presents how the procedure of doing the research in some steps and it is divided into four sections. The first section is about the research design which presents the method used and how the research carried out. The site and participants of the study will be elaborated in the second section. The third section will elaborate how the data gathered using the instrument applied in this study. The last section presents the data analysis which covers how the data analyzed and interpreted.

3.1 Research Design

The study will portray the use of first language or L1 in English to young learner classrooms. In line with this, the study will use a case study design which typically consists of a description of an entity and the entity's actions (Thomas, 2003:33). It also offers explanations of why entity acts as it does. In other words case study deals with observing or investigating events, groups, individuals or organizations. Furthermore, the study has the aim to identify the use of L1 in EYL classroom by teachers.

3.2 Site and Participants

This study focuses on the use of first language or L1 in English to young learner classrooms. The classrooms in this study are in three elementary schools in

Tasikmalaya, namely SD A as school 1, SDN B as school 2, and SDN C as school 3. The schools chosen as research site since they are categorized into three different level of background – high (1), medium (2) and lower (3) schools. Thus, the study observed three English teachers and the three classes of the third grader as the participants of this study. Moreover, those schools have the good background of English teachers which have been teaching and they have also experiences in teaching English to young learners for more than five to ten years. Another reason choosing the third grader because the nature of this study concerning on young learners who fall between eight to nine years old. More importantly, the reason why choosing the location in Tasikmalaya is also because the researcher has the feasibility to get the access to conduct the research, thus the data can be collected easily.

3.2.1 Profiles of the Site and the Participants

The site and the participants' profiles are presented in this section to give the clear descriptions about three schools, three teachers and students as the subjects in this study. It is important to be mentioned here that all participants were given pseudonyms along the thesis to maintain anonymity.

3.2.1.1. Schools and Students Profiles

This study involved three elementary schools which have different levels of quality background both on students input and school facilities. The first site is categorized as higher level that is SD A, the second is SDN B which is on

medium level, and SDN C is on lower level. The followings are the profiles of the three schools and students.

S#1 is one of the private and favorite elementary schools in Tasikmalaya. It has been established since 1996 and located at Jl. Sutisna Senjaya 235 Kota Tasikmalaya. The characteristic of this school is very high especially in its facility and the quality of students input which has the higher level background not only from the students' intellectual but also from the socio-economic status of students' parents. Every year this school accepts about five classes which consist of about thirty students for each class. So, this school should be selective more in accepting new comers especially from their intelligence. To overcome this, the administrator conducts the psychological test to decide whether the students could be accepted to be a student in this school annually. So, the input of students is very considered as a higher achiever. There are four classes of the third grade, and only one class was chosen as a sample to be observed. The characteristics of the students are very active and smart. They are challenged to learn English especially when teacher uses games as a technique in the classroom. This can be one of good factors to improve their progress in learning English. There are four English teachers who teach for twenty seven classes for 2011/2012 academic year. Three English teachers have the same educational background concerning on English Education Study who graduated from two higher level education or universities in Tasikmalaya and Ciamis. The reason why this school is categorized as the higher level because it has good average in achieving English grade that could be achieved at 8.72 in 2010/2011 academic year and every year the mean of grade of

English mastery is at grade 8.48. Besides that, English is taught three hours a week in this school.

S#2 is one of the state elementary school established in 1975 and located in Saripin, Purbaratu subdistrict of Kota Tasikmalaya. The school has one English teacher who has been the respondent of this study. It is categorized as medium level background since its students' mastery of English had the average 7.02 last year. English is taught two hours a week. This year, the school has 338 students divided into twelve classrooms which are classified into two classes for each grade (first grade up to sixth grade) and has only one English teacher. Specifically for the third grade, it consists of 64 students and 31 students from class A became the respondents of this study. The students' profiles of this class are active and they are categorized in the medium achiever than students of the S#1. They are diligent enough and have good motivation in learning English even the school facility still lacks of teaching media of English.

S#3 was established in 1948. It is located at Jl. Tarumanagara No. 16 Kota Tasikmalaya. This school is one of the state elementary schools which has the same input of students from the lower socio economic status and also the low students' capability in their intelligence. The majority of students enrolling to this school are still learning to read and write at the first grader. Based on the document given, the school has two English teachers and 249 students which are classified into seven classes. They are one class for a first grader, one class for a second grader, one class for a third grader, two classes for a fourth grader, one class for a fifth grader, and one class for a sixth grader. English subject is taught

two hours a week. The average of students' grade of English mastery in 2010 was 6.66. This shows that graduates school had the lowest level of output of two schools observed.

3.2.1.2. Teachers Profiles

Three English teachers who were involved as respondents in this study have the same level of educational background. The followings are the description of them which .

T#1 was born in 1979. She graduated from English Education Department of a private university in 2002. She has been teaching English at S#1 since 2003 up to present. She teaches all the first grader to third grader. To support her career in teaching English, she participated the National Seminar and Workshop on Vygotsky in Action held by a state university in Tasikmalaya in 2011.

T#2 was born in 1986. She graduated from English Education Department of a private university in 2007. She has been teaching English in the S#3 since 2007. When she was a university student, she has taught English in one of the state elementary schools in Tasikmalaya for about three years. She has participated some workshops and seminars to support her knowledge of teaching English. In 2005, she joined a seminar entitled "A Step to Empower Nations' Literacy" which was held by English Students Association of Indonesia. The second workshop is about How to learn English which was held by Education bureau of Tasikmalaya District in 2008 and in 2011 joined the National Seminar and Workshop on Vygotsky in Action (Tasikmalaya) held by a state university.

T#3 was born in 1978. She graduated from one of the private universities in Tasikmalaya. She has experienced in teaching English to young learners since she was in the first grade of university. She was motivated to teach children because she likes them much which have unique characteristics. She feels comfortable to teach children because it makes her have a challenge to improve their motivation in learning English. To encourage her interest, she had participated in the National Seminar and Workshop on Vygotsky in Action held by a state university in 2011.

3.3 Data Collection Method

During the collection data process, the researcher will be a non-participant observer because she was not involved in the observation directly as stated by Fraenkel and Wallen (1993:391) that in a nonparticipant observation study, researchers do not participate in the activity being observed but rather 'sit on the sidelines' and watch; they are not directly involved in the situation they are observing. So in this case, the researcher only sees what happens during the observation conducted.

Related to the nature of the case study as research design of this study, in gathering the data, there were two kinds of instruments used – observation and interview. This is in line with what Cowie in Heigham and Croker (2009:166) says that observation is closely associated with ethnography, but is also common in action research, case study, and mixed methods as part of a bank of data collection methods to gather data on problems or issues or to answer a study's

research questions. It is probably rare to see observation used exclusively on its own as it often goes in hand with interviews and questionnaires, providing important preliminary information about participants' external behavior which can then be followed up with questions about their inner values or beliefs.

3.3.1. Observation

According to Thomas (2003:60) the researcher immediately sees and hears what is happening. Cowie in Heigham and Croker (2009:166) states that observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting.

During the observation, the researcher took some notes using observation sheet consisting of teacher's talk, students' talk, what the teacher did in the classroom, what the students did, what L1 words occurred in the classroom, and in what stage of teaching learning process (pre activity – core activity – post activity) they used those words. The participants – teacher and students were involved in this observation.

Videotapes were used as a means to observe what happened in the classroom during teaching learning process of English. This is really helpful as Fraenkel and Wallen (1993:401) argue that the videotapes have several advantages. The tapes may be replayed several times for continued study and analysis. This also can make the classroom observation will be effective.

The observations were conducted five times for each school, so there were fifteen classroom observations. The researcher thought that five times would be enough for her to gain the rich data to be identified the pattern of the use of L1 by

both participants. The following is the schedule of classroom observations conducted.

Table 3.1
Classroom Observations Schedule

Teacher	Session	Day/Date	Time
1	First session	Wednesday/July 27, 2011	11.40 a.m. – 12.15 p.m.
	Second session	Friday/July 29, 2011	02.40 p.m. – 03.15 p.m.
	Third session	Wednesday/September 21, 2011	11.40 a.m. – 12.15 p.m.
	Fourth session	Wednesday/October 14, 2011	02.40 a.m. – 03.15 p.m.
	Fifth session	Friday/October 21, 2011	02.40 a.m. – 03.15 p.m.
2	First session	Tuesday/July 26, 2011	12.00 p.m. – 01.00 p.m.
	Second session	Tuesday/August 9, 2011	09.40 a.m. – 10.40. a.m.
	Third session	Tuesday/August 18, 2011	08.00 a.m. – 09.00 a.m.
	Fourth session	Tuesday/September 20, 2011	07.00 a.m. – 08.00 a.m.
	Fifth session	Tuesday/September 27, 2011	11.30 a.m. – 12.30 a.m.
3	First session	Thursday/ August 4, 2011	08.00 a.m. – 09.00 a.m.
	Second session	Thursday/ August 11, 2011	08.00 a.m. – 09.00 a.m.
	Third session	Thursday/ August 18, 2011	09.00 a.m. – 09. 00 a.m.
	Fourth session	Thursday/ September 22, 2011	07.00 a.m. – 08.00 a.m.
	Fifth session	Thursday/ September 29, 2011	07.00 a.m. – 08.00 a.m.

3.3.2. Interview

Interview aims to obtain in-depth information about what the researcher wants to explore after observation. The type of interview is informal interview because the characteristic of questions emerge from the immediate context and are asked in the natural course of things; there is no predetermination of question topics or wording (Fraenkel and Wallen, 1993:387). It has the strength to increase the salience and relevance of questions; interviews are built on and emerge from observation; the interview can be matched to individuals and circumstances. In this case it will be appropriate with the aim of this study in investigating the use of L1 and in what stage of teaching that teacher uses L1 in EYL classroom dealing with the frequency.

The interview will be conducted during the observation (2 months) according to participants' time availability and will be probably done after the class or in their break time which involve all participants. The interview process will be recorded by the audio-tape recorder to explore more and deep information relating to the data which have been obtained then transcribing done.

Informal interview has also the weaknesses in research such as different information collected from different people with different questions, less systematic and comprehensive if certain questions do not arise “naturally”, and data organization and analysis can be quite difficult (Fraenkel and Wallen, 1993:387).

3.4 Data Analysis

Dealing with the process of analyzing the data, the researcher used coding and categorization based on the research questions proposed. The data from observation were elaborated by coding it and there was a labeling after the coding process done. Coding aims to ease the researcher finds out the categorization of theme based on the research questions proposed. The study used coding because it has the aim to keep track of the data has collected. It can also to identify categories, themes, and patterns that help explain the phenomena under consideration and the contexts in which they occur (Hood in Heigham and Crocker, 2009: 78). Then labeling can display the reasons of participants in the use of L1, in what stage of teaching that teacher uses L1 in EYL classroom, and

also present what function of L1 is being used in the EYL classroom. Then the theme or pattern will be categorized to answer the research questions.

The data gathered from the classroom observation were coded from the observation sheet which is taken from the videotapes recorded and data from interview were transcribed based on the categories or theme related to the research questions. This is in line what Silverman (2005:184) states that data from interview are in the form of tape and transcripts which also offer more than just 'something to begin with'. In the first place, they are public record, available to the scientific community in a way that field notes are not (Silverman, 2005:184).

Following the data analyses, there is a further discussion on the issues captured during the classroom observations and the relevant theories they are dealt with. Every classification of the data findings is analyzed and interpreted.