CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with methodological aspects of the research. It comprises research design and tools of analysis. The research design discusses qualitative approach, descriptive and case study methods. Then, the profiles of the participants in this research will be briefly presented. There are also data collection including observation, in-dept interview, and written documents. The data analysis of this research is also discussed.

3.1. Research Design

This research uses qualitative approach, descriptive method, and case study analysis. These three elements become the main design in this research. Besides, the design also becomes the guideline in finding the facts, collecting the information, and also analyzing the findings.

3.1.1 Research Approach

Since the aims of the research are to understand a social or human problem in a complex holistic picture formed with words (Cresswell, 1994) and to understand a phenomenon in context-specific settings (Hoepfl, 1997), this research used qualitative research model. Barned (2004) stated that there are several characteristics of qualitative model.

They are construct social reality, cultural meaning, focus to interactive processes or events, validity or authenticity is a primary virtue, contextual circumstances prevail, few cases and subjects, thematic analysis, and immersion of researcher is more likely.

Qualitative approach is used because this research presents the research aims that will be reach by using an observation as the main strategy of gaining the data (Fraenkel and Wallen , 1990). Since the observation of teaching and learning process in SD Negeri Gumuruh Utara Bandung used in this qualitative research, this approach is believed to give a complete description of what goes on in particular classroom.

3.1.2 Research Method

This research uses descriptive method. It is designed to describe and also explore more about teacher presentation skills in Elementary level. Then, the research is designed to investigate the status of the phenomenon and to describe the phenomenon. Different from experimental studies, the data gained in descriptive qualitative method are truly "original" without any treatment given to the respondents (Fraenkel and Wallen , 1990).

There are many forms of qualitative research. According to Fraenkel and Wallen (1990, p. 369), commonly they are participant observation, non participant observation, and ethnographic research. In

this case, case study, as one type of non participant observation, is used to cover the field of the research. Since this research will focus on one school, especially to the English teachers, a case study is more appropriate than other types.

Yin (1984) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. It is believed that the research of a small number of cases can establish the reliability or finds general findings.

There are several stages which are stated by Yin (1984) related to the definition of case study, they are (1) determine and define the research questions, (2) select the cases and determine data gathering and analysis techniques, (3) prepare to collect the data, (4) collect data in the field, (5) evaluate and analyze the data, and (6) prepare the report. Since the research starts from the phenomenon that there are many kinds of educational backgrounds of English teachers in elementary level, a case study is an appropriate design to analyze this phenomena.

There is no hypothesis in this research since the phenomenon is compared with the standard or ideal condition. Here, the phenomenon is the fact of many teachers who do not have *Sarjana* degree and English educational background which contradict with the government regulation.

3.2. Participants

There are three main groups of participants in this research. The groups are four English teachers in SDN Gumuruh Utara Bandung, three headmasters of SD Gumuruh Utara Bandung, and twenty English Education Department students of UPI. The main group is the four English teachers. Then, the other groups, three headmasters and twenty English students, will be put as the supporting participants in building the finding ideas.

3.2.1 The four English Teachers

One year ago, there were six branches of SD Negeri Gumuruh Utara, which is located in Jalan Cibangkong Number 13 Bandung. The branches were SD 1, SD 2, SD 3, SD 6, SD 10, and SD 12. In this first academic year (2008-2009), SD 1 and SD 3 were integrated into one branch, so did SD 2 and SD 12. The integration results four braches, which are SD 1, SD 2, SD 6, and SD 10. The integration also makes two branches have their own two English teachers and the others only have one. In this new semester (February 2009), there is a new teacher for SD 6. It makes SD 6 have two English teachers while SD 10 still has one English teacher.

To keep the anonymity and the confidentiality of the participants, the research uses pseudonyms in describing the English teachers involved in this research. They are:

Table 3.1

Teachers' Names and Educational Backgrounds in

SD Negeri Gumuruh Utara Bandung

No	Branch	Class	Name	Graduated Academy
1.	1	1-3	Mr. Amam	Aliyah
2.	1	4-6	Miss Indi	S1 PGSD UPI
3.	2	1-3	Miss Sasa	PGSD UPI
4.	2	4-6	Mr. Yana	S1 English Education UNINUS
5.	6	1-4	Miss Rita	PGSD UPI
6	6	5-6	Mr. Awan	S1 Ilmu Hukum Syariah UIN
7.	10	1-6	Miss Rima	S1 PGSD UPI

The interview, observation, and questioners will be given to those teachers who have different educational background and the same level in teaching. Since this research focuses on the fifth grade class, the participants involved are Miss Indi, Mr. Yana, Mr. Awan, and Miss Rima.

a. Miss Indi

Miss Indi is an English teacher in SDN 1 Gumuruh Utara Bandung for the third grade, fifth grade, and sixth grade. She finished her D2 PGSD of STAI Sabili in 2006. Then, she continued her study to S1 PGSD UPI. Now, she is in her last year and she is preparing her final paper.

She becomes an English teacher since 2004. For the very first time, she did not plan to become an English teacher. Although she does not have an experience in teaching English, she believes that she can transfer the material well since she has a basic knowledge about teaching young learners.

b. Mr. Yana

Mr. Yana has started in becoming English teacher since 12 years ago for Junior High level in Nagreg. Besides, he becomes an English teacher in SDN 2 Gumuruh Utara Bandung since 2004. He teaches the fourth grade, fifth grade, and the sixth grade. He was graduated from S1 English Education of UNINUS Bandung in 2004.

c. Mr. Awan

Mr. Awan is the newest English teacher in SDN 6 Gumuruh Utara Bandung. He teaches the fifth grade and the sixth grade. He starts his job in becoming *Pencak Silat* teacher in this semester (January 2009). Then, he asked to teach *Pendidikan Agama Islam* since he was graduated from S1 *Ilmu Hukum Syariah* UIN Bandung. Now, he is also given a responsibility to teach English for the fifth and the sixth grades. It means he teaches three different subjects at the same time.

He taught English in SDN Margahayu for five years. Besides, he was also a private English teacher since he was in Senior High

School. His experiences in teaching English become his power in teaching English for young learners although he graduated from *Ilmu Hukum Syariah* program.

d. Miss Rima

Miss Rima is a last year student of S1 PGSD UPI. A moment before, she was graduated from D2 PGSD of UPI in 2005. She has started in becoming English teacher in SDN 10 Gumuruh Utara Bandung since 2006. She teaches the first grade until the sixth grade. She becomes the first English teacher from SDN Gumuruh Utara Bandung who passed CPNS test.

3.2.2 The three Headmasters

The interview will be conducted to the headmasters to find out the regulation of teachers requirement, especially for English teachers. SD Negeri Gumuruh Utara Bandung is divided into four branches, which are SD 1, SD 2, SD 6, and SD 10. These four branches are divided into two learning times which is switched every week. SD 2 and SD 6 usually called "morning branches" while SD 1 and SD 10 called "afternoon branches". Since SD 10 has no a headmaster yet, the headmaster of SD 1 becomes the ad interim headmaster.

In describing the headmasters, this research also uses the pseudonyms to keep the anonymity and the confidentiality of them. The

headmasters who participated through this research are presented below.

Table 3.2

Headmasters in SD Negeri Gumuruh Utara Bandung

No	Branch	Name
1.	1 & 10	Sari Bestari, S. Pd.
2.	2	Tukiman, S. Pd.
3.	6	Linda Meryani, S. Pd.

The three headmasters contributed in this research by giving the permission and also giving the information which are needed by this research. The information gained by the interview. Besides, the headmasters also gave the permissiveness for conducting in SD Negeri Gumuruh Utara Bandung.

3.2.3 The Twenty English Education Program Students

Twenty of English Education Program Students from different degrees (2003-2007) of UPI fulfilled the first questionnaire for this research. This research used random sampling for each degree to make this information more objective. The aim of giving the first questionnaire is to find out the opinion and the perception about English teachers in elementary level.

3.3. Data Collection

In this research, there are three main groups of instruments used in collecting the data. The instruments are observation check-list, interview transcript, and written documents which contains questionnaire, administration documents, and English textbooks.

3.3.1 Direct Observation

Direct observation is different with interviewing since the observer does not actively query the respondent. It can include everything from field research where one lives in another context or culture for a period of time to photographs that illustrate some aspect of the phenomenon. The data can be recorded in many of the same ways as interviews (stenography, audio, and video) and through pictures, photos (Trochim 2005).

Sanafiah Faisal (1995), as cited by Sugiyono (2008, p.310), classified three kinds of observations, they are participant observation, overt observation and convert observation, and unstructured observation. Then, Stainback (1998) as cited by Sugiyono (2008, p.311) divided the participant observation into four parts, they are passive participation, moderate participation, active participant, and complete participation.

This research has observed the general information about English teachers profile in SD Negeri Gumuruh Utara Bandung. The

main finding is the background of English teachers. Besides, this research also found the basic information about the teaching learning condition in the observed school.

This research uses participant observation which focuses on passive participation. Passive participation means the researcher presents at the scene of action but does not interact or participate. Then, Spradley as cited by Sugiono (2008, p.314) stated that there are three main components of observation; they are place, actor, and activity.

This research will focus on the classroom activity. Recording the activity by tape recorder will be done to find out the real activity in the classroom. This research will use teacher evaluation checklist as the main guide of observing the teaching and learning process which is adapted from H. D. Brown's checklist in observing other teachers (D. H. Brown, 2001, p.432). The checklist includes the preparation process, the presentation process, the methods, personal characteristics, and teacher-students interaction.

3.3.2 In-Dept Interview

As cited by Sugiyono (2008, p.319), Esterberg (2002) said that interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication, and joint construction of meeting about a particular topic. He also stated that

there are three kinds of interview, which are structured interview, semi structure interview, and unstructured interview.

Here, this research uses semi structure interview which is also called in depth interview. This kind of interviews differs from direct observation primarily in the nature of the interaction. In interviews it is assumed that there is a questionnaire and one or more interviewees. The purpose of the interview is to probe the ideas of the interviewees about the phenomenon of interest.

In this research, there will be two main groups of participant of in-dept interview. They are:

a. The Four English Teachers

The purpose of interviewing the four English teachers in SD Negeri Gumuruh Utara Bandung is to get the information about the teaching learning process in the classroom. Besides, the reason of choosing English teacher as his/her occupation will also be asked. Then, the difficulties in conducting teaching learning process related to his/her educational background will be the main information that will be gathered through this in-dept interview.

b. The Three Headmasters

The headmasters here will be the ones who give the information about the regulation of teachers' recruitment, especially about English

teachers. Besides, this research also investigates the supporting system in increasing English teacher ability in teaching English.

3.3.3 Written Documents

Usually written documents refer to existing documents (as opposed transcripts of interviews conducted for the research). It can include newspapers, magazines, books, websites, memos, transcripts of conversations, annual reports, and so on. Usually written documents are analyzed with some form of content analysis.

In this research, there are two groups of written documents, which are questionnaires and other written documents. These two written documents are elaborated with the other instruments in gaining a valid data. The two groups of written documents are presented below.

a. Questionnaires

Besides the written sources which have published, this research also will use questioners as the written documents. In this research, there are three different objects that were analyzed by the questionnaires, they are:

1. The Twenty Students of English Education Program

A questioner for English Education program student of UPI from five different degrees (2003-2007) had spread. The first questioner here was spread to get the information about the real situation and

opinion about English teachers in Elementary level. This questioner

helped this research to build the basic opinion of this research.

2. The Four English Teachers

The questionnaire will also be given to the four English teachers of

SD Negeri Gumuruh Utara Bandung. This questioner includes

several statements about the teachers' understanding of English.

The questioner is adapted from the research entitled "Good Practice

of Teaching English for Young Learners" which was developed by

Labaiky (2007, p.36-37). The questionnaire contains positive and

"negative statements" to avoid the shuffle answers. The "negative

statements" here means that the statement do not appropriate with

the theory. The categorization of the statements in the questionnaire

can be seen from the table below:

Table 3.3

Categorization of the Statements in the Questionnaire

(Labaiky: 2007, p.26-37)

Category	Sub Category	Elements
General English Teaching Practices	Management	Management of Learning in General
		Using English to interact with students
	Enactment of Curriculum	Scaffolding
		Students Empowerment
	Teaching Methodology and Strategy	Pre- and Post- Lesson
		Dealing with "Input of Learning"
English for Young Learners Teaching Practices	EYL Students' Characteristics	Children have their own world that is far different from that of adults
		Children learn by way of physical activities
		Children have relatively short attention and concentration span
		Children should have a great deal of exposure to, engagement in, and support for the language they are learning

		Children will learn best when learning is kept whole, meaningful, interesting, and functional
		Children tend to learn holistically, in the forms of scripts
		A teacher should be a good model for students
		Children are often learn directly rather than directly

b. Other Written Documents

Beside questionnaire, this research also analyzes other written documents. The documents are *Standar Kompetensi – Kompetensi Dasar* (SK-KD), syllabus, and fifth grade English textbooks. The analyzing of these documents is used to support the fact and findings of this research.

In order to make comparisons and assertions about the interaction in the language classroom, this research uses Triangulation. This technique makes valid the results, interpretation, assertions, and recommendations (Eisner 1991). By using triangulation, this research not only gets the information but also to test the credibility of the information itself. Bogdan as cited by Sugiyono (2008, p.330) also stated that:

> What the qualitative researcher is interested in is not trying to determine the truth of people perceptions. Here, triangulation become the collaboration strategy to help researchers increase their understanding and the probability that their finding will be seen as credible or worthy of consideration by others.

Based on the statement above, we may conclude that the aim of using triangulation is to compare the one source of the information with the others.

By using this technique, it is expected that the result will be more valid and can be accepted by many kinds of people.

3.4. Data Analysis

Bogdan as cited by Sugiyono (2008, p.336) states that data analysis is a process of systematically searching and arranging the interview transcript, notes, and other materials that this research accumulate to increase the understanding of them. In the end of the process, finally this research can present what have been discovered to the others.

Miles and Huberman (1984) as cited by Sugiyono (2008, p. 337) state that there are three main activities on analyzing the data, which are data reduction, data display, and conclusion drawing or verification, which can be seen in **Figure 3.1**. After collecting the data, this research reduces the data by anticipatory. It is also stated that anticipatory data reduction is occurring as the research decides which conceptual frame work, which sites, which research question, and which data collection approaches to choose.
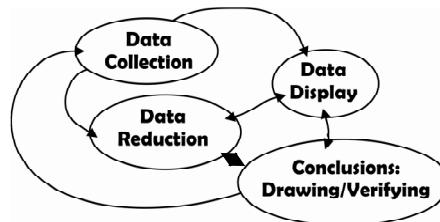
Figure 3.1
Interactive Model

The explanation of each stage in the data analysis is given below.

3.4.1 Data Reduction

In this research, there will be data from the observation, the interview, and written documents. The analysis will be easier to be conducted by reducing several data which is not necessary with the field of research. This research reduces the data by anticipatory which is occurring as the research decides which conceptual frame work, which sites, which research questions, and which data collection approaches to choose.

Since this research uses semi-structural interview, there are many additional information which are not necessary for research. While the researcher made the transcript of the interview processes, he omitted some unnecessary data.

3.4.2 Data Display

Miles and Huberman (1994) as cited by Sugiyono (2008, p.341), stated that the most frequent form of displaying data for qualitative data is in the form of narrative text. In this step, the data will be shown not only in narrative text but also in form of tables.

In analyzing the questionnaire and the checklist, the researcher used tables to show the result of it. Each table has its own description, so that readers can understand more in addition looking at the table. There were also some theories which are related to each statement from the questionnaire and the checklist. It is expected that readers can compare the theories and the implementation in the real situation.

In analyzing the instruments, this research uses several symbols.

The list of symbols can be seen from **Table 3.4**.

Table 3.4

Description of the Symbols Used

Instruments	Symbols	Meaning	Appearance
Participants	I	Miss Indi	Interview Transcript, Observation Sheet, and the Questionnaire
	Y	Mr. Yana	
	A	Mr. Awan	
	R	Miss Rima	
	T	Mr. Tukiran	Interview Transcript
	S	Mrs. Sri	
	L	Mrs. Lilis	
Questionnaire	A	Always	Questionnaire Description of General Understanding of Teaching English
	F	Frequently	
	R	Rarely	
	N	Never	
	SA	Strongly Agree	Questionnaire Description of Teaching English for Young Learners Principles
	A	Agree	
	D	Disagree	
	SD	Strongly Disagree	
Observation	4	Excellent	Observation Description
	3	Above Average	
	2	Average	
	1	Unsatisfactory	
	n/a	Not Applicable	

The symbols above become helping tools in analyzing the

findings. Besides, they are expected to help the readers in understanding

the analysis. By using these symbols, the readers get the information

display easily. Besides, in analyzing the questionnaire, there was a gray highlight in determining the "negative statements".

3.4.3 Conclusion Verification

The last step of analyzing the data is by making a conclusion. The conclusion itself will be the answer of the research questions which are stated in the very beginning of the research process. Since the problem in qualitative research is temporary, the conclusion may answer the research question or not. Because of the aim of qualitative research is to find a new idea.

The conclusions were given in every sub-topic in the Chapter IV. After the data were displayed and analyzed, the conclusions were presented to elaborate the findings into the answers of research questions.