

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology that is applied in this research. The discussion of this chapter includes the research design, respondent of the research, data collection procedures, and data analysis of the research.

3.1 Research Design

Since the research is a descriptive (qualitative), the research will be designed in qualitative approach and case study method. Qualitative approach naturally is used for investigating and observing about what and why a particular event is can occur. Besides, case study method is used to bring us in comprehending of an object and can extend the experience to what is already known through the previous research.

Related to the research, qualitative approach observes how teaching speaking English to young learners is taught in the classroom. Fraenkel and Wallen state that qualitative approach investigates what happens in activity or a particular situation (1993:380). Moreover, quality approach focuses not only the result but also the process occurred.

To provide rich and deep narrative description of how speaking English is taught to young learners in SDNBI CIKASO KUNINGAN, case study method will be used. In education, Cohen and Manion state that the case study researcher typically observes the characteristics of an individual unit-a child, a small group, a class, a school or a community.

3.2 Respondent of the research

The research will be conducted at SDNBI CIKASO KUNINGAN. The subject researched is the English teacher of the school who is teaching English for fourth grade elementary students. The group is taken from the fourth grade students in that school. There is only one class in this grade. The students involved in this research are 22 students.

3.3 Data Collection Procedures

To collect the data, some instruments and procedures will be used in the research. The instruments are classroom observation and interview. The classroom observation will be applied to get the portrait in teaching speaking English to young learner. To get further information in teaching speaking English to young learner including the teaching difficult experienced an open interview will be applied.

3.3.1 Classroom Observation

The primary data will be collected from classroom observation. The teacher was investigated while he was teaching in the classroom. Although the process observed was focused on the way the teacher taught speaking English, some notes were written based on the observation from the beginning of the class until the end of the class.

At this stage, step-by-step instructions by the teacher and minute- by- minute activities done by the students were carefully recorded. To write the data gained through observation, an observation sheet was used that was modified from Cahyati (2002). It was a 'yes-no' observation checklist where descriptions were also included. The points of classroom observation checklist were divided into three, which are the practice of

teaching speaking English in classroom, techniques and media, and the teaching difficulties.

Here were the parts of each point:

1. The practice of teaching speaking English in the classroom
 - a. Introduction (teacher's greeting; students' answering greeting; teacher's introduction before starting to teach)
 - b. Teacher's role/activities (teacher's role in class; the clarity of instruction; interaction between teacher and students; variety of activity; the use of English; the use of native language)
 - c. Students' involvement (students' involvement at some activities; students' understanding of speaking English, the use of English; the use of native language)
 - d. Closure (teacher's evaluation/ assessment; teacher's reviews of the lesson)
2. Technique and Media
 - a. Techniques used in teaching speaking English (Choral response (drilling), Dialogue, rhymes (song), finger-plays, role plays, fishbowl, games, talking and writing box, other options)
 - b. Media used in teaching speaking English (coursebook, computer, data projector, other options)
3. Teacher experiences difficulties

The observation sheet was filled during observation. Field note was written to complete the data from observation, as suggested by Alwasilah (2003). The data from the field note and classroom observation were presented in appendix.

3.3.2 Interview

To get further information in order to complete the data from classroom observation, the open interview will be conducted to find out the methods and techniques applied, completed with the reason, and also investigating the difficulties that might be experienced. Some situations which cannot be captured by other instruments will be observed during the interview (Alwasilah, 2000:15).

As suggested by McMillan and Schumacher (2001) the purposes of interview are (1) attaining the current perceptions of activities, roles, feelings, motivations, concerns, and thoughts; (2) attaining potential expectations or anticipated experiences; (3) confirming and extending information obtained from other resources; and (4) confirming or extending hunches and ideas developed by the participants or researcher.

This interview will consists of some questions related to the teaching methods, techniques, classroom activities, and also the difficulties that might be appear while he was teaching, both from students and the teacher. Moreover, the interview intends to reveal the teacher point of view about using methods, techniques, classroom activities, and also the difficulties that might be appear in teaching speaking English in his classroom. It will be recorded in audio-taped and construct an interview transcript.

3.4 Data Analysis

Data analysis was the next stage after the data had been collected. The data gained in this research were qualitative data, thus the description was carried out by listing and categorizing the available data (Sukardi, 2004).

In this study, the researcher works several steps to analyze the data that figure out as follows:

1. Checking all the observation sheets. It would give information about how speaking English was taught in SDNBI Kuningan by describing the aspects such as the practice of teaching speaking English in classroom completed with technique and media used during the process of teaching; and the difficulties appearing during the process of teaching and learning which contained the problem faced by the teacher.
2. Analyzing and processing the data gained through interview. The answers were the reasons of the teacher of why that kind of process was applied and the difficulties experienced during the process of teaching and the students' perceptions on the lesson they had been followed. The results of interview would strengthen the data gained through observation, especially for what the teacher had accomplished in the classroom.
3. Combining the data analyzed through both classroom observation and interview which then lead to the findings and discussions to find out the answers to the research questions. The findings and discussions will be matched to each question, the conclusions as the result of the research will be gained.