

CHAPTER III

RESEARCH METHODS

The research methods applied in this research is discussed in this chapter. The discussion involves the research design, site and participant, data collection methods, and data analysis of the research.

3.1 Research Design

The main aim of the research was to identify the implementation of the teaching speaking techniques for young learners in an English Course. Furthermore, the research was intended to reveal whether or not there is obstacle faced by the teacher to employ the techniques. In order to that, the researcher used qualitative method. Qualitative research 'is an attempt to analyze society life, history, behavior, organization functioning, social movement, and interrelationship' (Staruss and Corbin as cited on Basrowi and Suwandi, 2008: 1). This research produces descriptive data: people's own written or spoken word and observable behavior (Bogdan and Taylor, 1975: 13 as cited on Goubil-Gambrell, 1992). In line with Basrowi dan Suwandi, Goubil-Gambrell (1992) state that the greatest strength of qualitative research is its in-depth depiction of subjects in an actual setting.

In a descriptive method, the data gathered is in the form of words, citations and pictures, not numbers or quantity. That is why the result of the research will be data citations which functions to give description for the data presentation (Basrowi dan Suwandi, 2008:28).

There are several characteristics of a qualitative research: (1) the focus of the research is 'quality', (2) the aim is description, findings and understanding, (4) the settings are natural,(5) the sample is small and purposive, and (6) the data collections consists of researcher as the main instrument, interviews and observations (Alwasilah, 2008: 92).

Interviews were also conducted to support the data gathered from the observations and analytical documents. Dealing with the interviews, Wallen and Fraenkel (2010) explained that there are some question types (same questions need to be asked of all respondents). The first one is closed ended (multiple choice) - easier to complete, score, analyze. The second one is categories which must be all inclusive, mutually exclusive. The last one is open ended - easy to write, hard to analyze and hard on respondents. In this research, the researcher used open-ended questions since the interview is intended to complete the data gathered from the observations and document analysis by teacher's statements towards the phenomenon appeared on the data.

3.2 Site and Participant

Spradley states that qualitative research analyzed a population and all the aspects included thoroughly and holistically. As Lincoln and Guba (Sugiyono, 2007: 306) argue on their statements, naturalistic sampling which is used in qualitative research is very different from conventional sampling. It is based on informational, not statistical, considerations. Its purpose is to maximize information, not to facilitate generalization.

The population in qualitative research is called “social situation” or “site” which consists of three elements: place, actors and activity (Sugiyono, 2007: 285). The site in this research is teaching speaking processes conducted by one of the teachers of an English Course located in Bandung, West java.

The sample of qualitative research, which is called informant or participant, is a theoretical sample since the aim of qualitative research is to bear new theory and selected purposively according to several considerations and particular aim. (Sugiyono, 2007: 298). The participant in this research is a 23 year old female teacher who teaches one class of a *Starter* Level (6-7 years old pupils) and is fully participating on the activity being analyzed (Sanafiah Faisal, 1990 as cited in Sugiyono, 2007: 303). She has the English Education degree from English Department of FPBS of Indonesia University of Education in 2010 and so believed to have an understanding of the teaching techniques through in-dept comprehension (Sanafiah Faisal, 1990 as cited in Sugiyono, 2007: 303). The researcher proposed her to have a willingness to provide time to be an informant (Sanafiah Faisal, 1990 as cited in Sugiyono, 2007: 303) when the preliminary research was conducted. Her experiences to be involved in several previous research for the same role will help her to inform things according to the reality, not their point of view (Sanafiah Faisal, 1990 as cited in Sugiyono, 2007: 303).

3.3 Data Collection Methods

There are two main factors that influence the quality of the result of a research (Sugiyono, 2007: 305): the quality of instruments and the quality of data

collection procedures. Since the research used descriptive method, it required certain appropriate instruments for collecting the data needed. The researcher used triangulation to strengthen the quality of the research. It is an attempt to combine more than one method of data collection (Hartiyana, 2009: 8). There are three kinds of instruments used; classroom observation, document analysis and interview. As Marshall and Rosman (Sugiyono, 2007: 309) believe that the fundamental methods relied on by qualitative researchers for gathering information are observation, in-depth interviewing, and document analysis.

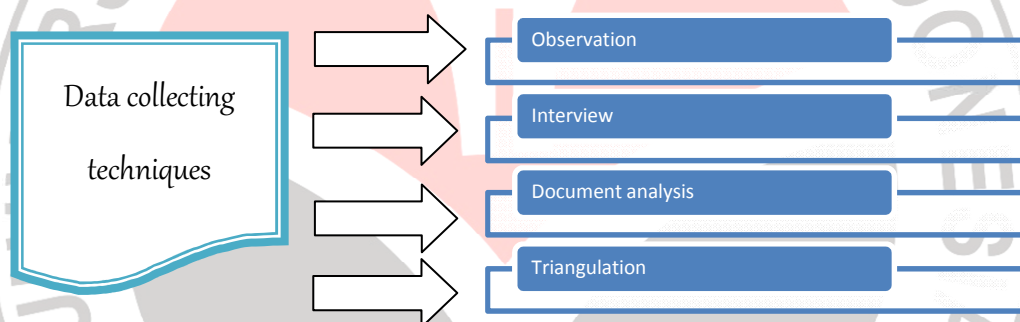


Figure 3.1 Collecting Data Techniques According to Sugiyono (2007: 309).

1. Classroom Observation

Observation is, according to Nasution (Sugiyono, 2007: 310), the basic of all knowledge. The scientist can only work based on data gathered from the reality through observation. Marshall believed that through observation, the researcher learns about behavior and the meaning attached to those behaviors. In this research, the researcher used the passive participation observation where the researcher is present at the scene of action but does not interact or participate (Sugiyono, 312). Spradley (Sugiyono, 2007: 315) also stated the steps of

conducting classroom observation: 1. Descriptive observation (Grand Tour Observation), 2. Focused Observation (Mini Tour Observation 1), 3. Selective observation (Mini Tour Observation 2). The observations then will provide data related to the physical place, actor, activity, act, time, goal and feeling (Sugiyono, 2007: 314). Therefore, there were checklist and field notes made during observation to complete the data. The video-recordings were then transcribed to detect particularly on teacher's techniques in teaching speaking.

The researcher, as a human instrument, functions to decide the focus of the research, to choose the participant as a data source, to do the data collection, to analyze the data and to draw conclusion and verification. The first step to expose the techniques used by an instructor in an English course in speaking lesson is choosing the participant. After the participant is officially fixed, the research conducted a systematic classroom observation (a mini tour observation) where the researcher was the non-participant observer and use observation sheet (checklist and notes) as guidance. In the observation, the researcher makes no effort to manipulate variables and records what happens as things naturally occur (Fraenkel and Wallen as cited in Phisesa, 2007 : 30). The observations were conducted eight times including the focused and selective observation. There were 8 observations conducted to the process of teaching speaking in one of the 'Starters' class in Rainbow English Course: Observation 1 (7th of Mei 2010), Observation 2 (11th of Mei 2010), Observation 3 (18th of Mei 2010), Observation 4 (25th of Mei 2010), Observation 5 (1st of June 2010), Observation 6 (4th of June 2010), Observation 7 (15th of June 2010), Observation 8 (18th of June 2010).

There were also Coding to ease the process of the identification of the phenomena occurred from the transcribed video-recording (Alwasilah, 2008: 159).

2. Document analysis

The next instrument is document analysis. Sugiyono (2007: 329) state that document is any valuable notes of past events in the form of written text, pictures, or monumental creatures. The observation result will be reliable if it is supported by documents (Sugiyono, 2007: 329). There were two documents collected:

a. Syllabus.

Syllabus was collected to provide data related to the topics and the learning objectives.

b. Lesson plans

There were three aspects of lesson plan analyzed to complete the data: objectives, activities, and media.

During the battery of observations, 8 lesson plans from each observation and 1 *Starters* Level syllabus were also collected. The documents were analyzed to invent the pattern of the activity appeared on the teaching speaking process.

3. Interview

Interview, the last instrument, is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic (Esterberg, 2002 as cited

in Sugiyono, 2007: 315). It can be used to gain the data which possibly cannot be covered through observation (Alwasilah: 2002 as noted in Meisara: 2006)

In addition, two times personal interviews were conducted for the teacher in order to confirm the data collected from the observation and document analysis, and to collect other necessary information. The teacher of the English Course was interviewed about several question related to their perception towards the techniques used in her class. The data were enclosed with lesson plans, syllabus, and video transcript.

3.4 Data Analysis

The qualitative methods is used to identify the techniques of teaching speaking to young learner and to reveal whether there are any obstacle from the technique implemented by the teacher. In qualitative research, data analysis begins when the observations started. It is an on-going activity throughout the whole investigation. This research applied the Interactive Model by Miles and Huberman (1984) (Sugiyono, 2007; Basrowi and Suwandi, 2008). The procedures of data analysis can be drawn as below:

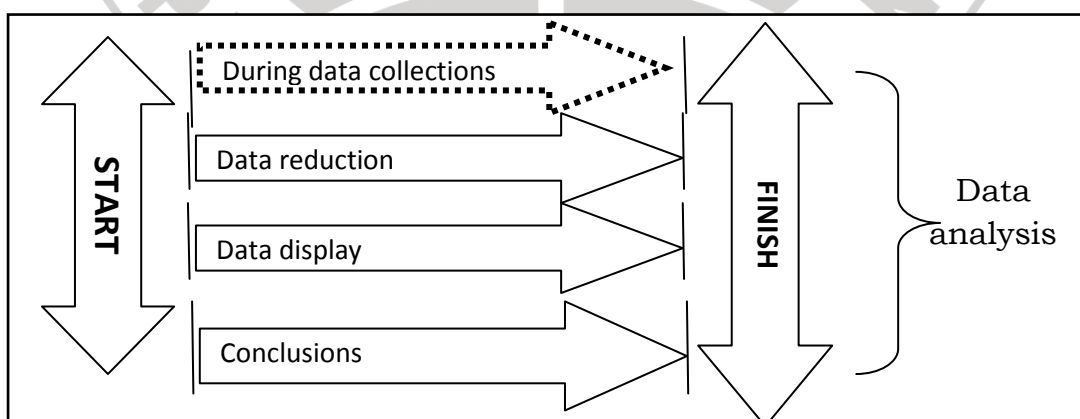


Figure 3.2 Flow Model of Data Analysis by Miles and Huberman (1984)

1. Data Reduction

The data collected from the observations, interviews and document analysis were carefully detailed. The more the data collecting process conducted, the more data gathered. Therefore, in this process, the data were reduced. Reducing data means that the researcher summarized and chose the main items to construct particular pattern. Data reduction was also happened when the researcher focused on contributing items and deleting 'useless data' to give a clear picture of what is actually needed. It can be supported by coding system. (Sugiyono, 2008: 338). Therefore, this research employed the coding system to take extracts of techniques gathered from observations' and interviews' transcripts.

2. Data Display

After the data were reduced and the important items remained, the next step was to display the data. It could be in the form of graphics, tables, charts, or citation. (Sugiyono, 2007: 341). In qualitative research, data display can be presented by brief narration, tables, flow charts, or interrelation of categories. Miles and Huberman (1984 as cited on Sugiyono, 2007: 341) state that most of display data for qualitative research data in the past has been narrative text. Here is when the research has to make a deep understanding to the data until particular relationships between one item and another comes up and creates certain pattern. Once the pattern is found, it must be supported by data along the research and displayed in the end of the report.

3. Conclusion

The third step of Interactive Model from Miles and Huberman is drawing a conclusion. The beginning conclusion is still temporary and may change when new findings appear. The conclusion in qualitative research is a new finding that have never been exists before.

3.5 Constructing Trustworthiness

Allwright and Bailey (1991) stated that trustworthy of a research concerns the issues of validity and reliability (Sugiyono, 2007: 366). However, the terms of both issues are different for a qualitative research. Sugiyono (Wahyuningsih, 2007: 40) states that:

In the data trustworthiness of qualitative research, there are different terms of validity and reliability. In qualitative research, the data trustworthiness consists of credibility (validity) and dependability (reliability).

Dependability requires the consistency of the procedures of investigations, i.e. the data collections and the data analysis. In order to that, the researcher follows the procedures of data collection and data analysis written by Miles and Huberman (1984): data reduction, data display, and data conclusion (see picture 3.4.1).

To maintain the credibility of this research, the researcher uses multiple collecting data techniques, the triangulation (Sugiyono, 2007: 309). Triangulation is, according to Wiersma, 1986 as cited on Sugiyono, 2007: 372), a qualitative cross validation which assesses the data sufficiency according to the convergent data sources and data collection procedures: classroom observation, interview and document analysis (See picture 3.3.1).

To construct data credibility, the researcher has conducted an extensive observation. Extensive observation is observation that is conducted after the main observation finished to confirm whether the data is correct or not, and to create 'rapport' (the mutual trust and emotional relationship between the observer and the participant) and decrease the 'gap' between both (Sugiyono, 2007: 369)

