CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the issues concerning the methodology employed in this study. It is the procedures of collecting and analyzing the data. The discussion will be first begun by identifying research questions and the aims of the study. Next, the research design employed will be discussed. After that, the answers to such questions as who will be involved, where and how to obtain the data, and finally how to analyze them, will be described.

3.1 Research Questions

The problems of the study were formulated in the following questions.

1. What types of support are used by teachers in classroom?

2. What reasons are taken into account by teachers when using those types of support in the classroom?

3.2 Aims of the Study

The aims of this study are:

1. to investigate types of support used by teachers to support pupils' learning, and

2. to identify and explicate the reasons why the teachers use those types of support.

3.3 Research Design

This study required the portrait of teachers' performance in its natural situation to investigate types of their support used in classroom. Thus, the study was set as a qualitative research. McMillan (1992) cites some characteristics of qualitative research. First, it is carried out in natural setting. It means that behavior was studied as it occurs naturally, without manipulating data given by respondents. Second, qualitative research provides rich narrative descriptions. Every detail is thought to contribute to a better understanding of the use of teachers' support on pupils' grammar learning or to obtain a complete understanding of teachers' reasons underlying the use of those types of support. Third, it concerns with process. Qualitative methods look for the process through which behavior occurs. Fourth, perspectives of participants are important. The goal in qualitative research is to understand participants from the point of view (Cresswell, 1994).

This study employed case study as its method and approach. Merriam (1998) claims that case study is an ideal design to understand and interpret observations of educational phenomena. She further explains that a case study is an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group. Furthermore, Yin (1984) in Nunan (1992) states that a case study is 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. Thus, since this study concerned with the teachers'

support used in the classroom, this study is categorized as a descriptive case study.

3.4 Site and Participant

3.4.1 Site

This study was conducted at one of the state-owned elementary schools in western Bandung. This school was chosen because of accessibility and availability. Merriam (1998) categorized this kind of sampling as *convenience sampling*. Merriam also stated that this kind of sampling selects the sample based on time, money, location, and availability of sites or respondents. In this study, the access to the site was quite easy since it was a follow-up study which a previous study had been conducted by English Department of Universitas Pendidikan Indonesia (UPI) under the TEYL project.

3.4.2 Participants

This study involved only one teacher teaching the fifth grade. She was a student of English Department of Education of UPI. She implemented MUF in teaching grammar. She had previously joined a training of developing MUF framework. Furthermore, she has been teaching English for more than one year. In this paper, she is labeled as T.

3.5 Data Collection

Since the study focused on the teacher's support for pupils' English grammar learning, two data collection techniques were employed in this study. They are classroom observation and interview which will be described below.

3.5.1   Classroom Observation

Observation is mainly used in qualitative studies. As Alwasilah (2008:227) states that there are some reasons underlying the use of observation in qualitative studies: (1) researcher can directly observe the natural setting of the research subject, (2) researchers can take notes of what actually goes on, (3) it increases researchers' comprehension of complex behaviors that presumably occur, and (4) it enables the researchers to collect the data which is impossible to be gained by means of other techniques.

In classroom setting, it is likely that some complex behaviors occur. As the result, observation technique was employed in efforts to figure out the actual phenomena in teachers' support. A role of observer-as-participant was occupied (Gold, 1958 in Merriam, 1998). The role made clear of observing activity without any attempt of getting involved into the observed teaching and learning process by sitting at the back of the classroom.

Observation was conducted for three meetings. To record the observation, field notes and videotaping were employed. The former was to take notes any interesting behavior happened in the classroom and also to observe the events which are not recorded in videotaping. The later was used to get classroom

interaction evidence. It allowed the writer to replay what had happened in the classroom.

Table 3.1

Observation Checklist for the Support Employed

No.	Support	Yes	No	Field-note
1	Modifying the language			
2	Using gesture			
3	Shifting to L1			
4	Presenting lesson sequentially			
5	Focusing on things, actions, events which children can see			
6	Revising vocabulary or language needed for activities			
7	helping or prompting pupils to carry out the activity when they need it			
8	Giving feedback on pupils' responses			
9	Using visual support			
10	Providing a clear situation or context for language activities			
11	Demonstrating and modeling how to do an activity			
12	Creating activities which are interesting to children			
13	Getting help from other children			
14	Learning by practicing with other children			

3.5.2   Interviews

Interview was conducted after the observation to clarify the behaviors and to discover teachers' rationales of employing the support and after transcription of each classroom interaction was completed. The questions were determined by the aim of the study and issues which appeared during the observation. According to Alwasilah (2008) interview is useful in a research because its ability to elicit factual information that might be hard to observe e.g. personal information, and to involve respondents reporting on themselves, telling their feeling, views, beliefs, etc.

Semi-structured interview was employed because of the flexibility of the questions. Nunan (1992) suggests that "in semi-structured interview, the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but does not enter the interview with a list of pre-determined questions".

In this study, interview guide was used to find out the reasons why the teacher used those types of support. The interview posed some questions concerning with:

1. Her understanding about kinds of support would help learners to develop their English.

2. Her understanding why she used those kinds of support.

3.6 Data Analysis

In qualitative research, data collection and data analysis is simultaneous activity (Merriam, 1998; Creswell, 1994). It means that data analysis was conducted simultaneously as the data was being gathered. With this ongoing analysis, it helped the writer to focus on the analysis to find the findings of the study.

In this study, the analysis of the data was conducted in some stages. First, the recorded classroom activities were transcribed verbatim. Next, the speakers from the transcription were labeled; teacher (T), students (Ss), and giving the different number of different students (S_1, S_2, S_3, etc.).The purpose of these two steps was to make the transcription interpretable and useful to find evidence of types of teacher's support. The data gathered from interview was transcribed verbatim to support the findings from observation and then labeled as well. After that, dividing everything observed into categories. It categorized the types of teacher's support based on the types of support proposed by Moon (2005) which was put at the margin of the observation sheet. Finally, the findings were then analyzed. The result of the analysis will be presented in Chapter 4.

Table 3.2
Language Modification Labeling

Language Modification	Label
Confirmation check	Cfc
Comprehension check	Cpc
Clarification request	Crq
Repetition	Rp
Expansion	Ex
Shifting to L1	Shf
Gesture	Gt