

CHAPTER III

RESEARCH METHODOLOGY

To obtain the clearer picture of English teaching methods implemented in the Elementary school, the researcher employed a qualitative study. Through this qualitative study, the researcher tried to answer the research questions:

1. What methods are used by the teacher in teaching English to young learner?
2. What benefits and challenges are faced by the teacher in using those methods?

Overall, this chapter presents site and participants, research design, data collection, and data analysis. Each sub chapter is described as follows.

3.1 Site and Participants

This study took place in two Elementary schools in Central Bandung, namely SDN A1 and SDN A2. The selection of the schools as the research setting was based on their distance to the city center and the availability and non availability of teachers with English background.

The participants studied in this study were two English Teachers and seventy-five students of grade four in SDN A1 and A2 in one of elementary

schools in central of Bandung area, West Java. More specifically, English Teachers of grade four from two different schools were observed. English taught for fourth grade based on curriculum of formal education in Indonesia that endorses English subject starting from grade four of elementary school. The different background knowledge of the teachers was intended to find out the teacher teaching methods.

The observation and interview were given to those teachers who have different educational background and the same level in teaching. Since this study focuses on the fourth grade class, the participants involved are Mrs. T1 and Mr. T2.

a. Mrs. T1

Mrs. T1 is an English teacher in SDN A1 Bandung for the second grade and fourth grade. She becomes an English teacher since 2007. She was graduated from S1 English Education of UNINUS Bandung in 2007.

b. Mr. T2

Mr. T2 started Teaching English five years ago. He is an English teacher in SDN A2 Bandung. He teaches first grade until sixth grade. He finished her S1 English of STBA YAPARI-ABA Bandung in 2004. Then, in 2009 he took Akta IV in Langlang Buana University Bandung.

3.2 Research Design

Descriptive method was used in attempt to understand about teaching methods. It is designed to describe and explore more about English Teacher Teaching Methods in Elementary school. Different from experimental studies, descriptive studies do not manipulate any variable of the data. The data gained are truly 'original' without any treatment given to the respondents.

This study was conducted under a qualitative study and was designed as an attempt to better understand any phenomenon about which little is yet known. To meet the objective a qualitative design is considered appropriate, since the design can provide a 'deeper' understanding of social phenomena (Silverman,2005) cited in Hartiyana (2008). Besides, this study is expected to explore more than just "to what extent" or "how well" teaching and learning process is done. In this case, this study will try to gain more complete picture of what is going on in the observed classroom.

Alder (1987) cited in Gunawan (2009) states that the data in descriptive method can be presented in the form of words, images, impressions, gestures, or tones which represent real events or reality as it is seen symbolically or sociologically. Therefore, this study uses qualitative approach with descriptive method.

3.3 Data Collection

Various methods of collecting data, i.e. classroom observation, interview, and document analysis were employed for this study: this triangulation--an attempt to combine more than one method of data collection---was advocated in order to maximize the reliability and authenticity of the research (Setiyadi, 2006 cited in Gunawan, 2009).

a. Observation

Observation is different from 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, cited in Labaiky: 2007).

The observation was conducted six times for each teacher from 24th November 2009 until 20th January 2010. Observation was conducted to find out the general information about English teachers teaching methods and to find out the benefits and challenges are faced by the teachers in using those methods in SDN A in Central Bandung, west Java.

This study uses voluntary-based participant observation which focuses on passive participation. Passive participation means the researcher presents at the scene of action but does not interact or participate (Gunawan: 2009). Then, Spradley as cited in Sugiyono (2008:314) states that there are three main

components of observation; they are place, actor, and activity. This study will focus on the classroom activity. Recording the activity by visual recorder was done to find out the real activity in the classroom. This study was used teacher observation field note as the main guide of observing the teaching and learning process. The note includes the six elements that construct a method: objectives, syllabus, activities, the roles of teachers, the role of students, and the roles of materials (Richards and Rodgers, 2006:24). The relevant data from observation is presented in chapter four of this paper.

b. Interview

Esterberg (2002) cited in Sugiyono (2008:319) says 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 states that there are three kinds of interview, which are structured interview, semi structure interview, and unstructured interview.

Here, this study 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 English teachers teaching methods and to find out the benefits and challenges are faced by the teachers in using those methods in SDN A in Central Bandung, west Java. The questions asked in interviews can be seen in appendices.

The interview was delivered to the English teachers. The main topic that was asked to the teacher is about teachers teaching methods and the benefits and challenges faced by the teachers in using those methods.

c. Documents

There are additional written documents which are used in this study. The written documents such as, syllabus, semester planning table, lesson plan, and the four grade English text book. The documents can be seen in appendices.

All in all, there were three techniques of data collection employed in this research, namely, observations, interviews, and document analyses. Each technique contributed to obtain the answers to the research questions.

Finally, having collected the data, the researcher inductively analyzed them so the research questions could be answered based on the data collection (Bogdan and Biklen, 1982 as cited in Sugiyono, 2005:9).

3.4 Data analysis

The data analysis in this study was purposed to find out teachers teaching methods and the benefits and challenges faced by the teachers in using those methods. In the process of data analysis, the researcher systematically explored the video recordings, transcribed the interview tapes then analyzed and interpreted the transcripts of the interviews, and some documents, then the researcher categorized, synthesized them, searched for the patterns, discovered what was

important, and finally, decided what story the researcher would tell and how. (Bogdan and Biklen, 1982 as cited in Sugiyono, 2005:9).

In addition, the triangulation of data was carried out to obtain valid conclusion. Alwasilah (2006:150; see also Calabreses, 2006 and Silverman, 2006 as cited in Emilia, 2008:198) mentions how crucial is the implementation of the triangulation of data in a qualitative study: (1) to minimize the risk of the limited or insufficient conclusion under the certain methods and data sources and (2) to increase the validity in order to broaden the domain analysis. The data obtained through observations, interviews, and document analyses was then cross-checked from variety of sources.

3.4.1 Analysis data from Observation

There are two sources of data in analyzing data from observation, the teacher's field notes and the analysis of classroom observation data was conducted through several stages as follow:

1. Reading many times the teacher's field notes transcript which recorded the setting, the participant, and the process of teaching and learning. The detail of teacher's field notes can be seen in appendix.
2. Analyzing and classifying the data into some categories related to the main focus of the observation, which was the teaching activity. The central themes was about teaching methods used by English teachers of elementary school in central Bandung
3. Interpreting the data from observation to address the study.

3.4.2 Analysis data from interview

The data from interview was recorded through a video recorder. It was not only captured the audio but also the visual picture during the interview. It can help the researcher to get information from participants' answers and their facial expression, since some teachers used facial expression and gesture to respond the questions were given. The steps in analyzing the data from interview were as follow:

1. Transcribing the data from interview which is in the form of video recording.
2. Categorizing the data from interview into several themes which becomes the main concern of this study.
3. Reducing inappropriate data.
4. Interpreting the data from interview to address research questions.

3.4.3 Analysis data from Documents

Some related documents were analyzed and interpreted to triangulate the data obtainment from two other techniques by relating with the previous studies and theories underlying this research.

The data from documents were analyzed through several steps as follow:

1. Read all the documents gathered.
2. Selected several documents concerning with the research questions.

3. Next, merged the findings from these documents by comparing with the findings from observations, interviews, and the previous studies and theories based on the research questions – the researcher wrote these notes in the margin of the documents.
4. Finally, clustered together the similar topics and patterns from them.

Furthermore, the data gained from observation, interview, and documents were triangulated. In this study the data collected and analyzed from classroom observation, interview, and documents were compared and matched to see the relationship among them.

3.5 Summary of Research Methodology

This chapter has described the methodology underpinning the study. This study attempts to find out whether there is significant contribution of English teaching methods used by teachers of elementary school in one of elementary school in Central Bandung. This study involved two English teachers of SDN A1 and SDN A2. The design of this study was a descriptive study. The study use qualitative approach to analyze the data gained through observation, interview, and documents.