

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodological aspects of the study. It discusses purpose of the study and research question; research design; research site and participant; data collection; and data analysis.

3.1 Purpose of the Study and Research Question

The purposes of this study were to identify and describe the effectiveness of Total Physical Response songs in helping young learners to improve their listening skill and the response of the students towards the implementation of the teaching program. Therefore, this study was conducted to answer these two questions, “Can Total Physical Response songs help young learners improve their listening skill?” and, “What are the students’ responses towards the use of TPR songs in practising listening?”

3.2 Research Design

A research design is the logic that links the data to be collected to the initial question of study (Yin, 2003). Case study was employed in this study. The choice of this research design is corresponding to the research questions and the aims of this study; to get an in-depth understanding of the value of the implementation of a teaching program in helping students improve their listening

skill; and to investigate and describe the effect of TPR songs in improving students' listening skill.

As mentioned by Merriam (1991), a case study is used to examine a specific phenomenon such as a program, and in this study, a teaching program. This study uses both quantitative and qualitative research approaches to investigate the research questions. This is relevant to Yin's (2003) statement that the case study can be based on any mixture of qualitative and quantitative evidence. This study used multiple data collection as the characteristics of case study (Freebody, 2003 as cited in Emilia, 2005). In this study, the qualitative data was obtained through interviews and observations. Moreover, quantitative data was collected through listening test and questionnaire. This data can be used to support findings from qualitative data (see also Merriam, 1991).

Based on the classification of case study from Merriam (1991), this study can be classified as an evaluative case study because it involves description, explanation, and judgment. In addition, since the writer created and implemented a teaching program to evaluate its value and effectiveness, this study can also be categorized as a qualitative program evaluation (Nunan, 1992 as cited in Emilia, 2005).

3.3 Research Site and Participant

The site of this study was an elementary school, SDN 2 Cihideunghilir. This school is a national standard school which has two classes for each grade from first to sixth grade. SDN 2 Cihideunghilir was chosen because of several

reasons. The first reason was related to the access to that school. The second one, this school has a desire to develop its teaching and learning process especially in English subject. The implementation of an appropriate method is expected to improve the students' achievement and inspire the teachers to give better teaching program.

The participants of this study were 30 students of class 3A. Although this class consists of 40 third grade elementary students, only 30 students were involved in the study. Fifteen students who rarely attended the class and didn't attend the listening test were not involved as the participants. The participants' age ranges from eight to nine years old.

The students of this class were chosen because they are beginners in learning English. This is their first year of learning English yet they are already familiar with some words in English. As discussed in the chapter II that young learners need to start their English learning process with listening practice. Moreover, TPR is suitable for learners in the beginning level. The writer expects the implementation of TPR songs will help students in improving their listening skill that is important in early learning of language.

3.4 Data Collection

Data collection techniques, employed in this study, were observation, questionnaire, and interview. Each technique of data collection will be described below.

3.4.1 Observation

Observation is one of the characteristics of a case study. In this study, observation was used since it is possible to record behavior as it is happening (Merriam, 1991). Data from observation was obtained from teacher's field notes during the teaching program in the classroom and the listening test score which was conducted before and after the teaching program. The form of teacher's field notes and the listening test items can be seen in Appendix 2.

Since it is important to identify the growth of the students in every meeting, in this study, classroom observation was conducted six times during all meetings of teaching program. Classroom observation was used to collect the information about the setting, the participant, the frequency and duration, the activity and interaction, also the subtle factor (Merriam, 1991).

The teaching program was started from 12th of June 2009 and finished on 18th of June 2009. The limitation of the time was related to the academic calendar of elementary school. In addition, before and after the teaching program, listening pre-test and post-test were given to student to compare initial and final abilities of the students. Further discussion on listening test will be described in section 4.2 in the chapter IV.

Things happened during the teaching and learning process by using TPR songs were recorded in teacher's field notes. The writer copies the notes immediately after each meeting to keep the fresh memory of the observation (Van Lier, 1988 as cited in Emilia, 2005). It is also to help "increase the researcher sensitivity to her own classroom behavior and its effect and influence on the

students” (Allwright, 1988 as cited in Emilia, 2005). The writer also hopes the field notes would provide the writer materials for evaluation or modification of Total Physical Response songs implementation.

The type of observation was participant observation (Merriam, 1991), since the writer also acted as the teacher who implemented Total Physical Response songs, the observation was conducted while the writer was moving around the classroom during the teaching and learning process. Participant observation is one of the most common methods for qualitative data collection (Trochim, 2006 as cited in Santhi, 2009). Patton (1980 as cited in Merriam, 1991) also states that experiencing the program as the insider is what necessitates the participant part of participant observation. Moreover, according to Guba and Lincoln (1981, as cited in Merriam, 1991), participant observation maximizes the advantages of human being as an instrument. One relies upon one’s sensitivity and ability to grasp motives, beliefs, concerns, interests, unconscious behaviors, customs, as well as proportional knowledge.

During the teaching program, the lesson took 60 minutes for each meeting, from 8 to 9 a.m. Each meeting consisted of one theme that also contained some recycle commands from the previous meeting. The themes taught to the students were: *part of body, things in the classroom, numbers, color, fruits, and vegetables*. This is consistent with Shin (2006, as cited in Zuraida, 2007) that it is recommended to teach the lesson in themes to young learners.

In addition, there were nine action songs used in listening practice. The songs were: *Head, Shoulders, Knees, and Toes; Hokey Pokey; This is the Way;*

Little Finger; John Works with Hammer; Red, Yellow, Pink, and Blue; Watermelon, Papaya, Banana, and Orange; I Want to Eat; and Go to Market (see Appendix 1 for the details on the song lyrics). These songs and their actions were adopted from some resources. They were selected based on the appropriateness of the songs to the theme and the action to be followed (as discussed in the chapter II). Some song lyrics were also modified by the writer from the available songs in order to suit the songs with the theme of the lesson.

In organizing the teaching procedure, the material for teaching and learning process were collected and selected based on the curriculum of English teaching for elementary school in order to get appropriate materials. Besides, the teaching procedure was arranged in the lesson plan. The lesson plan was used as guidance for teaching and learning process. It included the theme, the standard competence, basic competence, the indicators, learning objectives, the time allotment, the materials, the method, the source and teaching aids, the procedures, and the evaluation.

Harmer (2001) argues that the lesson plan can help teacher identify the aims and anticipate potential problems of the teaching. Moreover, planning the lesson is also important for preparing the teaching scenario as stated in the principles of TPR by Asher (available at www.c-english.com/files/tpr.pdf). The details about the lesson plan are provided in Appendix 1.

In teaching program, there were three phases of teaching procedure being conducted for each meeting, including: the opening, the core activity, and the closing. In general, the opening phase consisted of greeting, praying,

checking students' attendance, and giving apperception. The core activity were divided into three stages of listening activity, they are: pre listening activity, while/whilst listening activity, and post listening activity. Meanwhile, the closing phase was used for reviewing the lesson and praying.

Based on the suggestion given by Davies and Pearse (2008), the listening activities during the teaching program were divided into three stages, they are: pre listening activity, while/whilst listening activity, and post listening activity (as discussed in the chapter II). Here are the brief explanation of the stages had done during the listening activity.

The first stage was the pre listening activity. Pre-listening stage was aimed to prepare the students for what they are going to listen (Davies and Pearse, 2008). It was also in line with one of principles in teaching listening skill as stated by Harmer (2007), that is 'helping students prepare to listen'. In this stage, teacher introduced the theme of the lesson. She also introduced the students some vocabularies and actions related to the song that would be listened. This stage was also important to give the context and asked for the students' prior knowledge about the theme or what to be listened. For example, when the theme was part of body, teacher brought some pictures of part of body and asked students about the name of their part of body. Teacher told them that they would listen to a song related to part of body. This stage led the students to the next stage of listening activity, the while listening activity.

The second stage was the while listening activity. While-listening stage was aimed to help students understand (Davies and Pearse, 2008). In this stage, the teacher followed the guidelines in doing action songs in the classroom proposed by Philips (2008) as discussed in the chapter II.

In general, the activity in the while listening stage can be described as follows:

1. Teacher sang the song once or twice with the children just listening, so that they begin to absorb the tune and rhythm,
2. Teacher sang the song as she herself performed the action. For example, while she was singing, *“Put your right hand in, put your right hand out, put your right hand in, and shake it all about, do the hokey pokey and turn around, bend down and touch the ground”*, she performed these sequence of actions: put her right hand forward, put her right hand backward, put her right hand forward, move her right and left hand up and down, then bend down and touch the ground/floor.
3. Teacher sang the song again and got the students to join the action with her,
4. Teacher asked the students if they could tell what the song means from the actions,
5. Teacher explained everything the students did not understand,
6. Teacher sang the song again; the children joined in with the action and sang along if they wanted.

The third stage was the post listening activity. Post listening stage was aimed to help students connect what they have heard with their own ideas and

experience (Davies and Pearse, 2008). In this stage, the students were asked to do several listening practices. Sometimes, they did activity individual, in pair, or in group activity. The modification of basic techniques of TPR proposed by Asher was still used in this stage (as discussed in the chapter II). Sometimes, the commands were modified by song and chunk of song lyrics.

In addition, in post listening stage, students were asked to do activity after listened to the songs, such as: perform the action of the song, give checklist according to the song, raise their hand to show their understanding or take the mentioned things, and touch the mentioned things.

In general, the activity in this stage can be described as follows:

1. Teacher sang the song or said the command but only students performed the action. For example, while teacher was singing without doing action, "*This is the way write my book, write my book, write my book, this is the way I write my book, I write it in the morning*" (the theme of the lesson was 'Things in the classroom'), the students did the action writing on the book as had been exercised by them in while listening stage,
2. Teacher told one student at a time to do actions of the song or the commands. For example, one student was asked to take the appropriate vegetables as the teacher sang the song, "*I go to market to market to buy a carrot, home again, home again, lalalala*" (the theme of the lesson was 'vegetables'),
3. The roles of teacher and student were reversed; students gave commands to teacher and to other students,

4. Teacher and student allowed for command expansion or produced new sentences.

3.4.2 Questionnaire

Questionnaire was also used as the instrument to collect the data. In this study, the questionnaire was given to the students on 19th of June 2009. The questions asked in questionnaire can be seen in Appendix 2. The questionnaire consisted of 15 questions, which were aimed to collect the information about the students' perception on the effectiveness of TPR songs in teaching listening skill and their responses towards the use of TPR songs. The following table shows the questions on questionnaire which can be classified into several categories related to the research question.

Table 3.1
The Category of Questions in the Questionnaire

No	Question	Category
1.	Apakah kamu menyukai pelajaran bahasa inggris?	Students' initial perception on English
2.	Apakah kamu menyukai belajar dengan lagu-lagu bahasa inggris?	Students' response towards songs
3.	Apakah kamu menyukai belajar bahasa inggris melalui metode menggunakan gerakan?	Students' response towards actions
4.	Apakah kamu merasa senang ketika melakukan aktivitas dengan gerakan dan lagu ?	Students' response towards activity
5.	Apakah lagu yang dinyanyikan terdengar dengan baik?	Students' response towards the role of teacher (voice)
6.	Apakah lagu yang dinyanyikan dapat dengan mudah diingat?	Students' response towards songs
7.	Apakah gerakan pada lagu dapat diikuti dengan baik?	Students' response towards actions
8.	Apakah perintah yang diberikan oleh guru mudah dipahami?	Students' response towards the role of teacher
9..	Menurutmu, apakah suasana kelas menjadi lebih menyenangkan ketika belajar bahasa inggris dengan lagu dan gerakan?	Students' response towards the benefits of TPR songs
10.	Apakah belajar melalui lagu dengan gerakan membantu kamu meningkatkan kemampuan mendengar?	Students' perception on the effectiveness of TPR songs

11.	apakah kamu menjadi lebih bersemangat untuk belajar bahasa Inggris?	Students' response towards the benefits of TPR songs
12.	Materi apakah yang paling kamu sukai?	Students' response towards activity
13.	Aktivitas lagu dan gerakan apakah yang paling kamu sukai?	Students' response towards activity
14.	Aktivitas apakah yang paling kamu sukai setelah mendengarkan lagu?	Students' response towards activity
15.	Apa yang kamu rasakan ketika belajar bahasa Inggris dengan Miss Nina?	Students' response towards the benefits of TPR songs

The questionnaire items used were closed items questionnaire since closed items are easier to collect and analyze (Nunan, 1992). It was also because of the limited time to answer the questions. Nunan (1992) explains questionnaire enables the researcher to collect the data in field setting, and the data themselves are more amenable to qualification than discursive data such as free-form field notes, participant's observed journal, and transcript of oral language. In a similar vein, questionnaire is more accountable than other source of data.

3.4.3 Interview

Nine students with different levels of achievement were involved in the interview session. The students were selected based on the index gain of listening test which can be categorized into high, medium, and low index gain. Three students from each level were supposed to be invited to answer some questions. However, the study found that only one student at low index gain so that the writer decided to interview three students from high index gain, five students from medium index gain, and one student from low index gain. For confidentiality, through out the study all of the students' name will be written in pseudonyms.

In this study, the interview was aimed to collect the information about the students' thoughts, feelings, responses, difficulties, and expectation towards the implementation of Total Physical Response songs in their listening practice. As Merriam (1991) notes that in qualitative case study, the main purpose of interview is to obtain a special kind of information. It is used to find out those things that cannot directly observe such as feelings, thought, and intention (Patton, 1980 as cited in Merriam, 1991). The details on the questions asked in interview can be seen in Appendix 2.

Furthermore, the writer asked some questions to the students informally. The interview was conducted individually so that it could help students express their idea easier and independently. The semi-structured interview was used in this study, in which the interviewer has a general idea of where he or she wants the interview to go, and what should come out of it, but it does not enter the interview with a list of predetermined question (Yin, 2003 see also Merriam, 1991). The writer used this kind of interview because it has some advantages, such as: it gives the interviewee a degree of power and control over the course of the interview, it gives the interviewer great deal of flexibility and it gives one privilege access to other people's live (Yin, 2003).

3.5 Data Analysis

This study used both quantitative and qualitative data analysis. Data convey through words have been labeled 'qualitative'; meanwhile data presented in number form are quantitative data (Merriam, 1991).

A qualitative method was used to analyze the data from classroom observation and interview, while the quantitative method was used to analyze the data from listening test and the questionnaire. The data from qualitative and quantitative methods were compared and matched, and then the final conclusion related to research question were drawn and based on.

3.5.1 Analysis of Data from Observation

There are two sources of data in analyzing data from observation, the teacher's field notes and listening test score of the students. The analyses of classroom observation data (from teacher's field notes) was conducted through several stages as follows:

1. Reading many times the teacher's field notes transcript which recorded the settings, the participant, the frequency and duration, the activities and interaction, and the subtle factor (Merriam: 1991). The details on teacher's field notes can be seen in appendix 4.
2. Analyzing and classifying the data into some categories related to the main focus of the observation, which was the teaching activity. The central theme was about the effectiveness of TPR songs in teaching listening skill and the students' responses towards: the benefit, the songs and action, the teacher's roles, and the activity during the implementation of TPR songs.
3. Interpreting the data to address the research question on the effect of Total Physical Response songs and the students' response towards the teaching

program. The explanation of the data achieved from the field notes is stated in the chapter IV.

Furthermore, data from listening test (pre-test and post-test) which were conducted before and after the teaching program was computed through SPSS 17.0 for Windows program. Further discussion on the analysis of data from listening test is provided in section 4.2 in chapter IV.

3.5.2 Analysis of Data from Questionnaire

Data from the questionnaire were in the form of respondents' answers, which were written on the questionnaire sheet. The data from questionnaire was analyzed through several steps as follow:

1. Categorizing the data based on several themes, that is the students' perception on the use TPR songs in improving their listening skill and the students' response towards: the benefit of TPR songs, the songs and actions, the activity, and the role of teacher in the implementation of TPR songs in teaching listening skill.
2. Calculating the percentage of the students' answer on the questionnaire.

$$P = \frac{F_o}{n} \times 100 \%$$

P : Percentage
 Fo : Frequency of observed
 n : number of sample

3. Interpreting the data into some criterias by using the formula of percentage as follow:

Table 3.2
Criteria of Percentage Categories

Percentage of the respondent	Criteria
1 – 25 %	Small number of the students
26 – 49 %	Nearly half of the students
50 %	Half of the students
51 – 75 %	More than half of the students
76 – 99 %	Almost all of the students
100 %	All of the students

4. Interpreting the data to address the research questions.

3.5.3 Analysis of Data from Interview

The data from the 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 writer to get information from participants' answers and their facial expression, since some children used facial expression and gesture to respond the questions were given. The steps in analyzing the data from interview were as follows:

1. Transcribing the data from interview which is in the form of video recording.
3. Categorizing the data from interview into several themes which becomes the main concern of this study, that is, related to the effect of TPR songs and the students' responses.
4. Reducing inappropriate data.
5. Interpreting the data from interview to address research questions.

Furthermore, the data gained from observation, questionnaire, and interview were triangulated. In this study, the data collected and analyzed from classroom observation, interview, and questionnaire were compared and matched

to see the relationship among them. Moreover, the data gathered from quantitative method used to support the data from qualitative method. Yin (2003) argues, by triangulating the data, the events or facts of case study have been supported by more than single source of evidence. It tests the consistency of findings gathered through different method and source of data (Sydenstricker-Neto, 1997 and Trochim, 2001 as cited by Calabrese, 2006, p.10, and cited in Emilia, 2008). Triangulation also strengthens the reliability as well as internal validity especially in terms of using multiple methods of data collection and analysis (Merriam, 1991).

3.6 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 TPR songs in helping young learners improve their listening skill and the students' responses towards the use of TPR songs. The design of this study was a case study. This study was participated by 30 third graders of SDN 2 Cihideunghilir. The study uses both qualitative and quantitative approach to analyze the data gained through observation (which included listening test), questionnaire, and interview.