

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methodology used in conducting the research in details. It covers the research design, respondents of the study, data collection and data analysis.

3.1. Research Design

This study was intended to reveal the ice-breaker activity in young learners' classes. In accordance with this research interest, the study applied descriptive research. Arikunto (1990:310) states that descriptive research is not intended to test certain hypothesis, its chief job is to describe about certain variable, symptoms or condition. The method is claimed to have the following advantages:

- It goes deeply to the topic measured- a detailed picture, it is to ensure a depth discussion on the topic
- It provides the researcher with the data recorded, so it makes that possible to revise the data obtained in order to have in-depth analysis
- It gives opportunity to analyze deeply by finding the trouble and grouping them into pieces since it systematically accurate and factually describes the characteristics of gained data. (Leedy 1980 and Moleong 2004)

3.2 Site and Respondents

The respondents of the study were three teachers of three different primary schools in north Cimahi. These three primary schools were chosen because the

schools had persistently taught English since it was included as a local content subject in 1994. At these three schools, English is taught in all grades; grade one to six. Furthermore, the data from Regional Office of Education of Cimahi show that school A is accredited A, while school B and school C are accredited B.

The three teachers chosen teach at three different schools. All of them were chosen considering their different years of experiences in teaching English and teaching young learners particularly. Teacher 1 (T1) is the most experienced one. She has taught young learner for almost 10 years, while teacher 2 (T2) and teacher 3 (T3) have five and four years of experience. The range of elementary classes taught by T1 and T2 is grade four, five, and six. Whereas, T3 teaches all grades; from grade one to grade six. However, the teachers' were graduated from two reputable universities in Bandung.

3.3 Data Collection Techniques

This subchapter discusses the data collection. Various methods of collecting data include examining archival documents i.e. lesson plan, classroom observation, and interviews were employed for this research. 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 in Hartiyana 2009).

3.3.1 Preliminary Study

As stated in Chapter 1, the study previously undertook preliminary investigation in that she introduced the general information of the purpose of the

research, gained the information of particular class of interest as the basis of, and also asked the permission from the teacher to conduct research in her class and scheduled the research. She allowed the researcher to visit the classroom to be observed in order that she could introduce herself and her research plan in advance.

However, the researcher did not render the teacher the detail information of what she was looking for in order to gain the natural behavior of the teacher and the classroom interaction. In the sense, as Fraenkel & Wallen (1990 in Prihartanti 2008) maintain, it aims to avoid a distorted impression of what really goes on during a typical classroom interaction. Therefore, this will enable the researcher to gain the representative data of how the teachers ordinarily behave so that the study's outcomes might not be affected.

3.3.2 Examining Archival Documents

Lesson plans each teacher made for the latest term were collected. In this study, the lesson plan collected was the one that teacher used during the observation conducted. These documents were important to analyze what type of objectives set by each teacher and whether the ice-breaker activity was truly exist or not. Another purpose was to find out whether the ice-breaker. related to the objective or not. The documents were also used to find the exact time teacher do the ice-breaker in one session of instruction.

3.3.3 Classroom Observation

Observation is important to find out what goes on, when and where the things occur, how they happen and why the things happen (Jorgensen 1989 in Alwasilah 2002). This technique is able to find out the information that cannot be gained from the interview or survey (Alwasilah 2002).

After examining archival documents i.e. lesson plan and found out the exact time of the ice-breaker activity, the observation was utilized. The study employed three times of observation. The observation closely observed what the teacher and the students did in a session. Further, classroom observation was beneficial to find out the strategies that teacher use for the ice-breaker. Every step of the teacher and activities done by the students were carefully identified. The activities hold in the classroom was taped. Field note was also made to note what was happening during the process of teaching and to back up the results from observation.

The classroom observations covered three aspects of investigation: (1) description of events (capturing the lived experience); and/or (2) reconstruction of interaction; and/or (3) reflection on feelings and thoughts associated with those interactions.

3.3.4 Interviews

Interviews were conducted to ensure that the respondents would speak up on their own behalf. To avoid misconception about what has been found in the observation, the interview was utilized. Since the study was intended to have in-depth data, therefore semi-structured interviews were conducted with all of the

respondents in order to have different source of obstacles. Consequently, verbal data gain from communication is a valuable means of collecting data since it is the most natural, basic and human communication mode (Alwasilah, 2008, p.191). Further, in an attempt to have a good communication, he also states that it should be planned to gain information or data correlated with the aim of the study. Accordingly, interview should be planned in terms of time of interview, the duration of the interview, the interviewee, preliminary action and type of the question.

However, considering the flexibility in mind, the interview applied in this study was semi-structured interview that was conducted after the classroom observation.

Based on the above description, the interview was clearly an appropriate data collection technique in this research to gain information concerning the obstacles found by teachers in ice-breaker session, and solution they proposed for the obstacles here. The interview was to identify the teachers' opinion about the ice-breaker session. Besides, it was also to find out their reason to the step by-step activities. All interviews were tape-recorded and selectively transcribed for analysis. Altogether, there were 8 main interview questions. All of the questions were utilized to gain data on respondents' obstacles toward the ice-breaker applied in the classroom. Question 1-5 were to investigate teachers' opinion toward the ice-breakers have been applied in the classroom. Questions 6-7 used to know the obstacles and the solution proposed. The last question used to find out the relation between ice-breaker to the students' achievement. However, although specific

questions were prepared beforehand, follow up questions were also incorporated depending on the respondents' responses in the interview.

3.4 Data Analysis

In keeping with qualitative research methods, analytic induction was used to analyze the data gained. Analytic induction gives a more chance for a deeper identification of phenomena (Alwasilah, 2008).

In this study, the analysis and interpretation of data were carried out in three parts. The part consisted of coding and categorization. Coding and recoding are required for the categorization. It is hard to do categorization without preliminary coding. Every coding was done as soon as the data been gathered. The faster coding was conducted, the easier categorization to be conducted (Alwasilah, 2008, p. 229) coding, however, is "efficient data-labeling and data-retrieval device. They empower and speed-up analysis" (Miles and Huberman, 1994, in Alwasilah, 2008, p. 203).

On the other hand, categorization was done in convergent and divergent way. First, the data gathered were classified based on the similarity on its characteristic. The classified data were then classified based on the differences. After the categorization had all been completed, the data were then compared in order to find the answer. The analysis and interpretation was presented as follow:

1. Examining archival documents i.e. lesson plan and synthesized it with the data from the observation. This is important to indicate whether the ice-breaker is exist or not and the exact time of the implementation of the ice-breaker.

2. Checking the observation transcript, supported with the recording from videotape and field note made during the observation. This is lies to the first research question which is to find out the strategies teacher used in ice-breaker session and the obstacles that might encountered. In this part, the coding system is based on the first two letters of each strategies appeared within the teaching-learning practice that the study observed.

3. Analyzing and processing the data gained through interview.

The interview that contained responses from the respondents were first analyzed through transcription by carefully readings, underlining the important information based on the research question. It was because the interview was used to answer the second research question. The interview meant to get a deeper clarification through the obstacles compared with the findings of the observation. The data gained from the observation, document and interviews were identified with theory presented by Cameron (2001), Pinter (2006), Paul (2003), Sapp (2008), Forbes-Greene (1982), Preziosi (1989) and other ice-breakers theories.

3.5 Establishment of Trustworthiness

The validity and reliability in qualitative research are comprised by the term of establishing trustworthiness. Qualitative researchers have no single stance or consensus addressing traditional topics such as validity and reliability in qualitative study. However, the reliability or auditability refers to the consistency of a study. Both of validity and reliability can be obtained by employing various

techniques of data collection (Alwasilah, 2008, p. 175, 187). In this study, triangulation was used in order to establish trustworthiness.

3.5.1 Triangulation

Triangulation refers to two concepts, namely plural and stability dimensions. Combination of various sources, methods, and techniques will enhance credibility.

(1)Triangulation of data-Data will be collected through multiple sources to include interviews, observations, and document analysis, (2) member checking- The informant will serve as a check throughout the analysis process. An ongoing dialogue regarding our interpretations of the informant's reality and meanings will ensure the truth value of the data, and (3) long terms and repeated observations at the research site- Regular and repeated observations of similar phenomenon and settings will occur on- Site over four month period of time (Cresswell, 1994:167).

In this study, examining archival document, classroom observation, and interview were used to ensure the credibility. Further, the triangulation methods also allowed for the exploration of the phenomenon. This triangulation of the methods not only allowed for the exploration of the phenomenon of interest in the study effectively during the short period of time, but also enhanced credibility of the study.