

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1. Introduction**

Chapter II has discussed the theory that has informed the study. This chapter will discuss the research methodology adopted in the present study. In this chapter, the researcher will provide a detailed delineation of the methodology of the study. The description will include: the purpose of the study and research question, setting, participants, and methodology, including research design, data collection, and data analysis.

#### **3.2. The Purpose of the study and Research Question**

The research aimed to investigate the teachers' strategies in the process of teaching and learning EFL at elementary school. In line with the purpose of the study, this study attempted to address the following question: what instructional strategies are used by English teachers at Al Azhar Syifa Budi Parahyangan? These strategies include plan and preparation of the instruction, implementation of the teaching and learning process in the classroom, and assessment of the students' achievement.

The strategies with regard to plan and preparation of the instruction include the setting of lesson plan, selection of learning material, teaching method, and strategy of evaluation. Meanwhile, in

terms of implementation of the teaching and learning process, the strategies include opening and closing activities, delivery of the material, integrative skills, and rules in the classroom. And the last, regarding assessment of the students' achievement, the aspects of strategies include assessing in the classroom and remedial

### **3.3. Setting of the Study**

The study took place at Al Azhar Syifa Budi Parahyangan International Islamic School located at Jl. Parahyangan Km 1,2 Kota Baru Parahyangan Padalarang, West Java, Indonesia. Since the school was established 5 years ago, it only had 5 grades (grade 1, 2, 3, 4 and 5). This school has been chosen for several reasons. Firstly, this school has an initiative to put English as a compulsory subject for the students because of the need of students' future. English has been the target language for about these 2 years. In order to promote English to the students, for example, there are three subjects that are using English as the instruction in the classroom; they are: Math, Science, and English. Secondly, this school tries to put English in the pupils' mind as early as possible, beginning from the kindergarten. Based on Pinker (1994: 293) as cited in Harmer (2001: 37) "acquisition--not only the first language but also second language--is guaranteed for children from the very young age". With these attempts the school expects that the students will know English and they will always remember it because it may have something

to do with the plasticity of a young brain. Thirdly, this school is called 'international' because it uses international curriculum. For example, the curriculum for English subject is fully taken from Singapore's curriculum.

### **3.4. Participants**

The participants of this study were two English teachers (called teacher A and B) and their students. The participation was voluntary based. Both teachers graduated from English department, Indonesia University of Education. A taught grade 4 consisting of 20 students; and B taught grade 3 consisting of 13 students. Both teachers were relatively new teachers. The range of age of students was 8 to 10 years old.

These teachers were willing to participate in the study and to have their classes observed by the researcher.

### **3.5. Methodology**

The methodology of the study will discuss in detail about research design, data collection method, and data analysis.

#### **3.5.1. Research Design**

A qualitative research design has been considered appropriate in this study as cited by Maxwell (1996: 17-20). In the case with a qualitative study, this study attempts to understand the meaning, for participants in the study, of the events, situations, and action they are involved with and

the accounts that they give of their lives and experiences; attempts to understand the particular context within which the participants act, and the influence that this context has on their action. It means that every detail is thought to contribute to a better understanding of behavior or to obtain a complete understanding of the setting. A qualitative study, as in the case with this study, also attempts to identify unanticipated phenomena and influences, and generating new grounded theories about the latter. In other words, qualitative research provides rich narrative descriptions. And the last, it attempts to understand the process by which events and actions take place. Qualitative methods look for the process through which behavior (Alwasilah 2002:108).

Moreover, the classification of research method, this study has some characteristics of a case study. First, it deals with an examination of a specific phenomenon, in this case a teaching program, an event, a person, a process, an institution, or a social group. It aims to uncover the interaction of significant factors characteristics of the phenomenon. A case study seeks holistic description and explanation (Merriam, 1988: 10).

In addition, the study employed multiple data collection; they are: observation and interview. So defined the qualitative is relevant to the study as describe above.

### **3.5.2. Data Collection Method**

Two data collections were employed in this study, which were observation and interview. However, in collecting data, the researcher has to employ appropriate instruments such as observation and interview which will be discussed below. The data collection started from July 25<sup>th</sup> to August 10<sup>th</sup>, 2005. All the data collection was recorded in order to keep the authenticity of the data.

#### **3.5.2.1. Observation**

In the observation, the researcher acted as non participant observer. She sat at the back of the classroom and took notes about "what was said and done" (Van Lier, 1988) by the teacher and the students. During the observation, the researcher recorded the activities in the classroom. Audio and video recorders were used to enable the researcher to keep the authenticity of the data. The documents such as teaching materials, quiz's questions, students' mark and syllabus were also used to complete data the researcher saw in the classroom. Meanwhile, to enhance the validity of the observation, the researcher was also accompanied by the second observer, a graduate of English department of Indonesia University of Education.

Two classes were observed by the researcher; grade 4, six times and grade 3, five times. In each class, English subject was taught for 5 hours a week. Each week, there were two meetings. In grade 3, English

schedule was on Monday and Wednesday at 12.30-14.30. In grade 4, the schedule was on Monday at 09.45-11.30 and Tuesday at 12.30-14.30. Actually, it might be better if it was conducted in several cycles. But the researcher limited the meetings only for one unit. It was begun since the teachers started the unit until they gave quiz for the students.

The observation was conducted based on theorist adopted in this study. Concerning the ethical issue, this observation conducted in ethical manner. In this case, the researcher used pseudonym to keep the privacy of the respondents. Last, she presented the research findings with ethical consideration, i.e. she confirmed the result of this research to the respondent (Alwasilah, 2002: 178).

This observation focused on what the teacher and students do in the teaching-learning process in the classroom. This observation was done to find out the strategies of how the teachers prepare the material before they teach, how they implement it, and how they assess their students' achievement. Immediately after the observation, the researcher made field notes when the memory was still fresh (Allwright, 1988).

### **3.5.2.2. Interview**

Interview is a major source of qualitative data needed for understanding the phenomenon under study. Interview is used to obtain specific information or data. Merriam (1988: 72) suggests "interviewing is

necessary when we cannot observe behavior, feelings, or how people interpret the world around them.”

In this study, the researcher adopted semi-structured interview. It was used because it gave freedom to the interview while the researcher could also get in-depth information on the practice of how teachers prepare, implement, and evaluate their students. The questions were addressed to both teachers and students. The questions for the teachers and the students can be seen in table 3.1 and table 3.2.

**Table 3.1. Questions for teachers**

Strategies	Questions
a. Plan and preparation	<ol style="list-style-type: none"> <li>1. How long have you been teaching English at Al Azhar?</li> <li>2. Do you have any experience in teaching before you teach here?</li> <li>3. Have you got any teacher’s training during you teach here?</li> <li>4. Do you really master the curriculum?</li> <li>5. Do you always make lesson plan before you teach?</li> <li>6. Do you know your students’ characteristics and capability?</li> <li>7. How would you set the objectives of instruction?</li> <li>8. Do you have the authority to select the learning materials and order it based on the students’ needs?</li> <li>9. How do you choose your teaching method?</li> <li>10. How do you choose your teaching aid?</li> <li>11. How do you choose your strategy of evaluation?</li> <li>12. What do you usually do to prepare the teaching?</li> </ol>

b. Implementation	13. Do you always do the opening and closing? 14. How do you usually deliver the material? 15. How do you describe your teaching method? 16. How would you apply 'integrative skills'? 17. How do you usually arrange the students' seat? 18. How would you handle different students with different characteristics and needs?
c. Assessment	19. How do you usually assess your students? 20. How would you know that the students understand to what you have taught? 21. Do you think that remedial is important? 22. What do you think about the product of students' learning?

**Table 3.2 Questions for students**

Strategies	Questions
a. Plan and preparation	1. Do you know that your teacher has made preparation before he/she teaches?
b. Implementation	2. Do you like English? Why? 3. Do you like the way your teacher teaches you? 4. Can you understand your teacher's explanation? 5. Do you think that what your teacher has explained is related to the topic and also the quiz? 6. How do you usually learn English? 7. What do you think the most difficult part of learning English so far? 8. How would you handle it?
c. Assessment	9. What do you think about extra lesson? 10. Is your homework or your assignment examined by your teacher? 11. Is the result of your quiz always returned to you? 12. What do you think about the quiz? 13. Can you do it?

The interview with the teachers was conducted individually. Meanwhile, the types of interview with the students were individual and focused group interview. In each grade, there were 6 students interviewed individually. They represented all level of achievements. While in a



focused group, there were 10 students in grade 3 and 8 students in grade 4. Those who were involved in focused group were also interviewed individually. These students were interviewed to check the validation. The formal interview was conducted only one time but informal interview was conducted almost in each meeting.

Interview with the teachers was conducted in a teacher room and in a classroom. Meanwhile, the interview with the students was conducted only in a classroom. The researcher decided to do the interview in the classroom because she did not want to make the students felt nervous. If the students were nervous, it would be difficult for the researcher to get in-depth information from them. During the interview, the researcher tape and video recorded it to enable the researcher to get verbatim data.

Concerning the ethical issue, this interview was also conducted in ethical manner. In this case, the researcher used pseudonym to keep the privacy of the respondents.

### **3.5.3. Data Analysis Method**

All data will be analyzed based on the theory adopted in the study in chapter II. These data will be used to answer the research question.

#### **3.5.3.1. Observation**

In the observation, the data were analyzed in several steps. First, the researcher transcribed the transcription gained from audio and video

recorder. Then, the researcher made categorization into three strategies based on theorist adopted in the study. During the observation, the researcher observed the plan and the preparation the teachers made before they taught, and then how they implement their plan in the teaching and learning process, and the last, how the teacher would assess their students. The data analysis was not only a conclusion but also an ongoing assessment especially if the data gained from audio or video.

Regarding the preparation for each meeting, several aspects would be described including lesson plan, mastery of material, material selection, the choice of strategy of evaluation. In the implementation, the aspects would be discussed such as opening, the delivery of material, integrative skills, classroom management, and closing. Meanwhile, in assessing the students' achievement, the researcher would focus on teachers' strategies in assessing in the classroom and in conducting the remedial.

#### **3.5.3.2. Interview**

In the interview, the data were gained from both teachers and students. The interview was conducted to support the data from observation. The interview data were analyzed in several steps. First, the researcher transcribed the transcription gained from audio and video recorder. Then, the researcher made categorization of the strategies which were preparation, implementation, and assessment. The names of interviewees were omitted to avoid bias, and then the answers were

collected based on the categories. The interviews were presented in a condensed version (see appendix I and II, interview with teachers and students).

Regarding the preparation for each meeting, several aspects would be described including lesson plan, mastery of material, material selection, the choice of strategy of evaluation. In the implementation, the aspects would be discussed such as opening, the delivery of material, integrative skills, classroom management, and closing. Meanwhile, in assessing the students' achievement, the researcher would focus on teachers' strategies in assessing in the classroom and conducting the remedial.

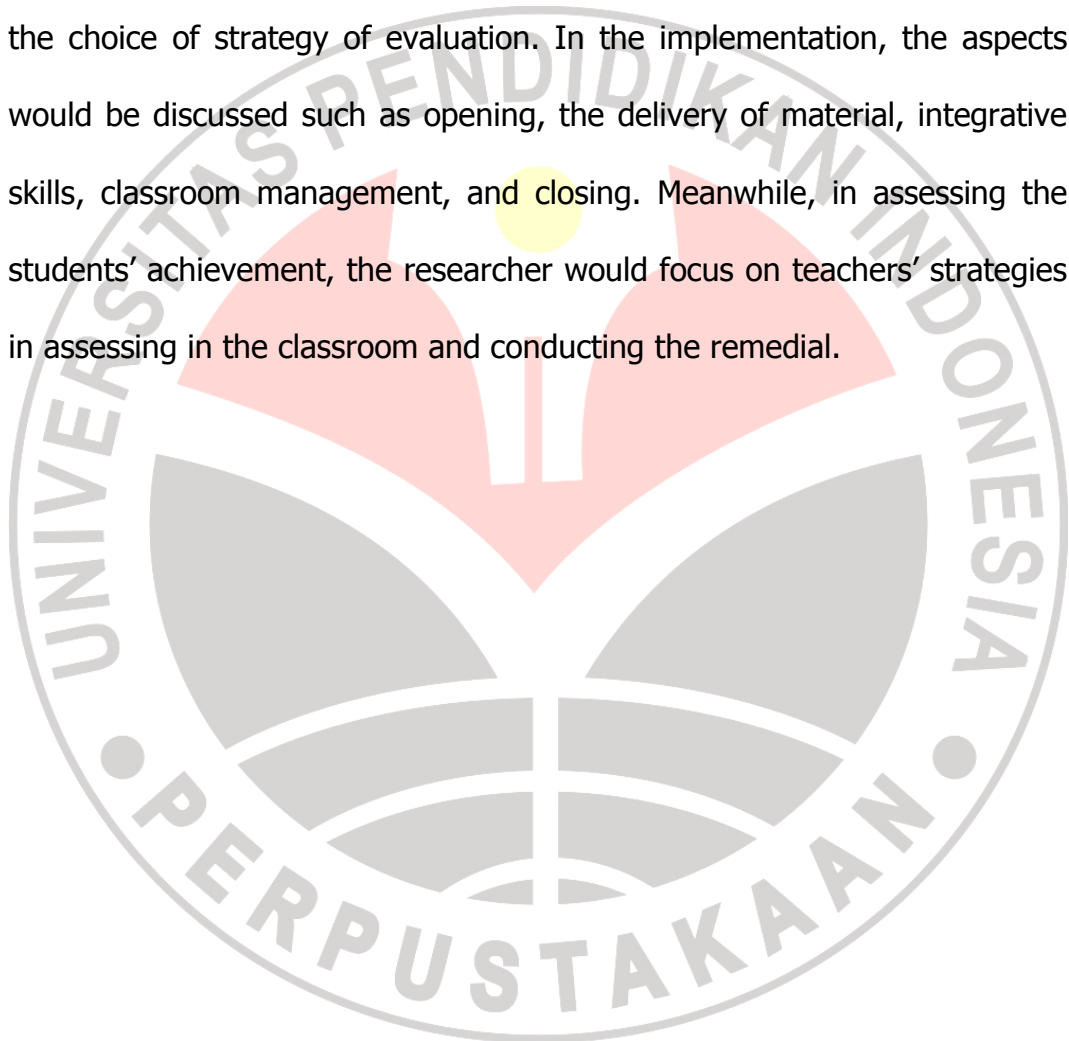


Figure 1: The Stages on Working in the Field

