

CHAPTER III

RESEARCH METHODOLOGY

The chapter discusses the research methodology that is applied in this study. The discussion of this chapter involves the research design, setting of the study, participant of the study, data collection procedures, and data analysis of the research.

3.1 Research Design of the Study

The study is qualitative and descriptive in nature in which it is aimed to seek the teacher's strategies in teaching English vocabulary to young learners and the difficulties faced by the teacher in teaching English vocabulary to young learners. As mentioned in chapter 1, the researcher only observed teaching and learning process in one classroom. There is no treatment given during observation. According to Gay (1982:399), qualitative research is the collection analysis and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. The data that come out from qualitative study are presented descriptively. It means that the data are reported in words or pictures, rather than in numbers (Cresswell, 1994). In addition, Maxwell (1996) points out five ranks of research, i.e. descriptive, interpretation, theory, generalization, and evaluation. First, three ranks of those are suitable for qualitative research. Descriptive describes the findings found in research,

interpretation explains the meaning of finding, and theory will combine the findings and meaning. Consequently, this study used those three ranks, particularly in chapter 4.

In this case, this research is aimed to describe the teacher's strategies in teaching English vocabulary to young learners. Specially, this study will conduct to find out teacher's strategies in teaching English vocabulary to young learners, to find out difficulties faced by the teacher in teaching English vocabulary to young learners. This study will discuss both of them in chapter 4.

3.2 Setting of the Study

Setting is the physical environment where the research took place. In accordance, the study will be conducted at Intensive English Course (IEC) which is located in Gatot Subroto Street, Cimahi. The researcher needs to investigate one of the teachers in this course. The researcher has been known of one English teacher in this course before and easily to negotiate to take the data in this place.

3.3 Participant of the Study

In choosing the subject, the researcher used purposive sampling. As stated by (Zoltan, 2007:126), purposive sampling is the selection of sources with special consideration. This study involved one English teacher and 13 of fifth grade students. The teacher was chosen as she has been experienced in teaching young learners. Since four years ago she was a teacher in this course specially she taught English to young learners. She had been graduated from Indonesia University of

Education. As long as she studied at that university she was an English Department student.

3.4 Data Collection Techniques

After determining the research subject and having an access to gain data in the English Course, the researcher collected data to acquire the findings and put it into discussions. There are several techniques such as classroom observation and interview.

3.4.1. Observation (video-recording)

To investigate the implementation of teacher's strategies and teacher's difficulties in teaching English vocabulary to young learners, the observation will use video-recorder that will be applied to capture the phenomenon. According to Maxwell (1996:76) observation often enables the researcher to draw inferences about someone's meaning and perspective that researcher couldn't obtain by relying exclusively on interview data.

The primary data will be collected from observation by using video-recorder. Having been written down and recorded, the data will be transcribed. The data will be transcribed by using some following steps adopted from Suherdi (2008:46).

The research will begin with the observation to the process of the teaching English in the classroom. Naturalistic observation is used for this research. In other hand, the observation will be conducted by watching directly the process of

teaching English in the classroom without getting involved in the teaching process.

During the observation the researcher will become a complete observer (Alwasilah, 2002:391). The observation will give any event of teaching English process in the classroom exactly. The event which related to the problems of the research will be perceived during the observation. The result of the observation will be taken into observation schedule and converted to a note field as the primary data.

Coinciding with conducting the observation, the video recording will be done. The process of teaching English in the classroom including teacher's strategies and teacher's difficulties in teaching English vocabulary to young learners will be recorded. The recording will be the secondary data to complete the field notes.

3.4.2. Interview

To obtain additional information related to research question, interview is applied to the teacher. Interview will be conducted to find out more aspects about the problems the research. Some conditions which cannot be captured by other instruments will be observed during interview (Alwasilah, 2002:15). The interview was semi structured in which the combination of structured and unstructured interview. Structured interview was an interview in which the questions had been determined. Meanwhile, unstructured interview was an interview in which the questions had not been determined yet for the questions

was flowing like a daily conversation (Sugyono, 2007:319). So, the researcher employed those kinds of interview to gain in-depth information.

The interview will consist of some questions related to the teacher's strategies such as what strategy teacher uses in teaching English vocabulary to young learners, what media teacher uses to implement the strategy in the classroom, what difficulties are faced by the teacher in teaching English vocabulary to young learners and another questions related to the problems. Moreover, the interview intends to reveal the teacher's point of view about their strategies and difficulties in teaching children's vocabulary. It will be recorded in audio-tape and construct an interview note.

3.5 Trustworthiness

Trustworthiness of a study concerns the issue of reliability and validity. As cited in Nurhalimah (2009), reliability requires the consistency of the procedure of investigation, i.e. the data collection and data analysis (Allwright & Bailey, 1991), meaning that the procedures or system of data collecting and analysis should be invariable or agreeable among the observer or coder.

According to Alwasilah (2002), trustworthiness is the truth, which is resulted from the description, conclusion, interpretation and other kinds of report. Multiple techniques were occupied to examine the validity of this study, i.e. observation/video recording and interview. Besides, the writers benefit comments, suggestions, and feedback from peer examiners, i.e. her supervisor, and fellow students. It is significant from countering the threat of validity (Alwasilah, 2002).

3.6 Data Analysis Techniques

After collecting all data from observation/video recording and interview, the researcher analyzed the data using some following steps adopted from Suherdi (2008:46).

- **Step 1. Transcribing the video-recording**

The researcher gained main data from video-recording taken from three lessons. The data obtained were transcribed in order to display the language used in the class.

- **Step 2. Coding and analyzing the data**

After transcribing all video recording and interview, the transcripts were coded using labels. Based on video recording and interview the involvement of teacher, student, students, and interviewer. They were coded using labels teacher (T), student (S), students (Ss), and interviewer (I). Coding assists to ease the identification of the phenomena occurred, the calculation of the phenomena, and the tendency of the findings as well as to determine the categorization and sub-categorization (Alwasilah, 2002:159).

The steps are essential because (1) they enable the researcher to identify the phenomena, (2) they allow the researcher to conduct quantification of frequency, (3) the quantification of frequency shows the tendency of findings, and (4) they enable the researcher to categorize or subcategorize findings (Alwasilah, 2002:159).

- **Step 3. Interpreting the data**

In this step, the researcher attempted to answer the research questions formulated in chapter 1. The researcher identified the phenomena of teacher's strategies in teaching English vocabulary to young learners and the difficulties faced by teacher in teaching English vocabulary to young learners from the coded data. Since, the researcher proposed two research questions, the findings were connected one to another in order to obtain phenomena and presented them into deep discussions.

- **Step 4. Conclusion**

The findings and discussion would be into conclusions and suggestions to illustrate the objective of research.

