

CHAPTER III

RESEARCH METHODOLOGY

The research method applied in this research was discussed in this chapter. The discussion involves the research design, site and participant, data collection methods, and data analysis of the research.

3.1 Research Design

This research investigated the teacher's difficulties of teaching English vocabulary and teacher's strategies of teaching vocabulary to young learners. Thus, this research employed qualitative research design. A qualitative research design is descriptive research and tends to use inductive analysis approach. Process and meaning (the subject of perspective) is more highlighted in qualitative research. The foundation of the theories used as a guide to focus the research in accordance with the facts on the ground. Besides, theoretical basis is also beneficial to provide an overview of a background of research and discussion of research of results. As Best and Kahn (1989: 89) state that qualitative research describes events, persons, and so forth scientifically without the use of numerical data. It is also in line with what Starrus and Corbin propose (as cited in Basrowi and Suwandi, 2008: 1) "Qualitative research is an attempt to analyze society life, history, behavior, organization functioning, social movement, and interrelationship". This research produces descriptive data: people's own written or spoken word and observable behavior (Bogdan and Taylor, 1975: 13 as cited

on Goubil-Gambrell, 1992). In line with Basrowi and Suwandi, Goubil-Gambrell (1992) state that the greatest strength of qualitative research is its in-depth depiction of subjects in an actual setting.

In a descriptive method, the data gathered is in the form of words, citations and pictures, not numbers or quantity. That is why the result of the research will be data citations which functions to give description for the data presentation (Basrowi and Suwandi, 2008:28).

Alwasilah (2008: 92) claims several characteristics of a qualitative research: (1) the focus of the research is 'quality', (2) the aim is description, findings and understanding, (4) the settings are natural, (5) the sample is small and purposive, and (6) the data collections consists of researcher as the main instrument, interviews and observations. Therefore, relevant to the characteristics, this research employed qualitative research design.

3.2 Sites and Respondents

3.2.1 Sites

This research was conducted in one Kindergarten "AL" in Tasikmalaya. It is one of the favorite kindergartens in Tasikmalaya, because this kindergarten applied English language in a program semester. This is called "TK plus AL" in Tasikmalaya. This research examined only one teacher; it was conducted at the request of school's principal to examine only one teacher.

3.2.2 Respondents

The respondent of this research was one English teacher of kindergarten school. For the ethic purpose, the code of the teacher was T.

T is a 36 year old female teacher. She graduated from Indonesia University of Education, majoring PAUD. She had been an English teacher in kindergarten for 10 years. She also had attended some seminars for young learners. She was the best teacher in one of favorite kindergartens in Bandung in 2006. She was entrusted to teach English in the Kindegarten because she had a good English although she was not from English major. She had good skills to teach English to young learners.

3.3 Data Collection Methods

As Sugiyono (2007: 305) stated, there are two main factors that determine the quality of the result of a research. They are the quality of instruments and the quality of data collection procedures. Therefore, for those purposes, the data were collected using two techniques, interviews and classroom observation.

3.3.1 Interview

This research employed interview as an instrument to gain detail information. The deep information that might not be acquired from documents could be obtained from interview (Alwasilah, 2006). Purposes of conducting interviews were to find out the teacher's difficulties and teacher's strategies of teaching English vocabulary to young learners. The interviews were conducted 2 times: Interview 1 (9th December 2010), Interview 2 (6th January 2011). Furthermore, interviews can be useful to clarify information that has been gained from observations.

3.3.2 Observation

Observation was conducted to see what teacher's strategies of teaching English vocabulary to young learners in the classroom. In this research, the researcher used the passive participation observation where the researcher is present at the scene of action but does not interact or participate (Sugiyono, 2007: 312). The observations provide data related to the physical place, actor, activity, act, time, goal and feeling (Sugiyono, 2007: 314). Therefore, there were field notes made during observation to complete the data. In the observation, the researcher made no effort to manipulate variables and recorded what happened as things naturally occurred (Fraenkel and Wallen as cited in Phisesa, 2007: 30).

The observations were conducted six times including the focused and selective observation. There were 6 observations conducted the process of teaching vocabulary: Observation 1 (9th December 2010), Observation 2 (16th December 2010), Observation 3 (30th December 2010), Observation 4 (6th January 2011), Observation 5 (13th January 2011), Observation 6 (6th February 2011). There were also Coding to ease the process of the identification of the phenomena occurred from the transcribed video-recording (Alwasilah, 2008: 159).

3.4 Data Analysis

The qualitative method was used to identify the teacher's difficulties and teacher's strategies of teaching English vocabulary to young learners. In qualitative research, data analysis begins when the observations started (Basrowi and Suwandi, 2008). It is an on-going activity throughout the whole investigation.

This research applied the Interactive Model by Miles and Huberman (1984) (Sugiyono, 2007) Basrowi and Suwandi, 2008). The procedures of data analysis can be drawn as below:

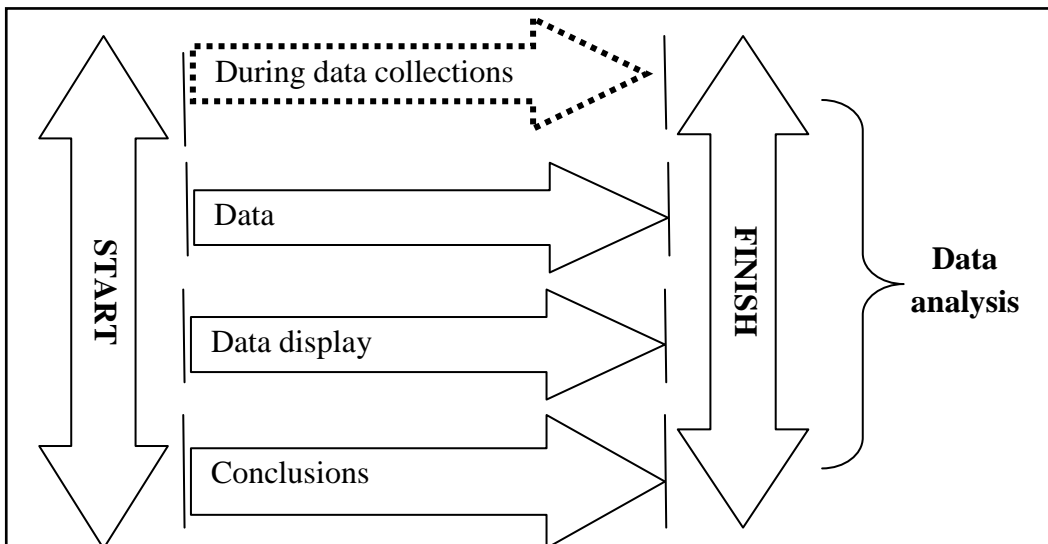


Figure 3.1 Flow Model of Data Analysis by Miles and Huberman (1984)

3.4.1 Data Reduction

The data collected from the observations, and interviews were carefully elaborated. The more the data collecting process conducted, the more data gathered. Therefore, in this process, the data were reduced. Reducing data means that the researcher summarized and chose the main items to construct particular pattern. Data reduction happened when the researcher focused on contributing items and deleting inappropriate data to give a clear picture of what is actually needed.

3.4.2 Data Display

After the data were reduced and the important items remained, the next step was to display the data. It could be in the form of graphics, tables, charts, or citation. (Sugiyono, 2007: 341). In qualitative research, data display can be presented by brief narration, tables, flow charts, or interrelation of categories. Miles and Huberman (1984 as cited on Sugiyono, 2007: 341) state that most of data display for qualitative research data in the past has been narrative text. Here is when the research has to make a deep understanding to the data until particular relationships between one item and another comes up and creates certain patterns. Once the pattern is found, it must be supported by the data along the research and displayed in the end of the report.

3.4.3 Conclusion

The third step of Interactive Model from Miles and Huberman (1984) is drawing a conclusion. The beginning conclusion is still temporary and may change when new findings appear. The conclusion in qualitative research is a new finding that have never existed before.