# CHAPTER III

# RESEACRH METHOD

This chapter focuses on research method. Several topics presented as follows: research method and design, subject of the research, instruments, data collection and data analysis.

## 3.1 Research Design

This research aimed at investigating good practices of TEYL. Therefore the descriptive research with qualitative approach is considered to be an appropriate design to this research because the researcher wants to gain the holistic and deep understanding about what practices that make teaching English to young learners effective based on the experience of successful English teacher to young learners. It is in line with Gay (1992, p. 13) statement that one common type of descriptive research involves assessing attitudes of opinions to ward individuals, organization, events, or procedures. The researcher gives detail descriptions and analyzes the good practices of TEYL, then draws conclusions from the data and gets deep understanding about good practices of TEYL. To strengthening the research design the researcher used etnography approach; it is a qualitative design in which the researcher describes and interprets the shared and learned patterns of values, behaviors, beliefs, and language of a culture-sharing group (Harris in John W Cresswell, 2007) . this approach is important to find the real finding of the teaching learning process and emphasize the result of study.

**3.2 Research Setting and Subject**

The researcher selected the research setting and research subject based on the characteristics of national plus school and good English teacher for young learners. Those schools have different characteristics from another public school that refer to the good school. The research subject selected based on the criteria of good English teacher for young learners.

Selecting purposive research subject based on the researcher's background knowledge and experience is believed to give relevant data based on the purpose of the research. In this research, the researcher determined some indicators to select the research subject related to good practices in TEYL. In short the good practices of TEYL involved three aspects i.e teaching preparation, teaching process in the classroom practices and students assessment. Here researcher explored and covered up all of those process. The fifth grade English teachers of SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung are the subjects of the study.

**3.2.1 Research Setting**

The setting is the implementation of TEYL in SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung. Those schools have special treatment of TEYL compared with other elementary schools. Those schools provide some special programs to get better achievements for the students, such *as Olympic Club and Bright Skill Day (Apel Pagi).* The *Olympic Club* is a program in which some choiced students get special treatment and prepared to olympic game

especially *English, Math and Science*. *Bright skill day* is a program in the beginning of learning activities that is emphasized in mastering English and Arabic Vocabularies, and this held every morning. Actually Olympic Club and Bright Skill Day (Apel Pagi) are not the unique program of the schools. However those program become to be unique because Cambridge curriculum combine with those programs, where in Tulungagung, there are only three schools that implementing this curriculum. SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung are the two of them.

The research was conducted in MI Al Azhaar Bandung Tulungagung as one of Islamic school which is located at the south of Tulungagung regency and SDI Qurrotaa'yun Ngunut Tulungagung which is located at the east of Tulungagung regency.

The main reason for selecting SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung as the research setting are, based on the preliminary study conducted by the researcher, the implementation of TEYL in those schools have special treatment compared with other subjects and others elementary schools in Tulungagung. English subject in SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung are taught to fifth grade for eight sessions per week (35 minutes for each session).

Besides having English as a required subject, SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung provide special program to upgrade the students' skills in English. "English Time" in the pre time schedule for each day and an "extra English" after the class for an hour for a week. In this program there

are training and guiding the students by giving some questions, practicing daily English etc. In the extra English program, those are stressing for the low students to upgrade their skills, so they have quite same skill with the other higher students.

SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung also make English as a habit in greeting and other daily conversation (for example for permission and simple conversation). The students of SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung get more opportunities learning English by having a long period of their English classes and some special programs for English. These opportunities help them get better achievement for instances; having good scores in many kinds of tests or assessments, being the winner in some English competitions, and being able to communicate using English.

### 3.2.2 Research Subject

The researcher determined the research subjects are the English teachers at SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung. The teachers were selected through interviewing the school principal and students from those schools.

The criteria that used to select the research subject is based on the characteristics of English teacher for young learners; having sufficient English skill and continuing professional development, having ability to use various kinds of activities and assessment, having personality (honest, fun, kindful, humorous, creative and enthusiastic) and being open minded and long life learning.

How to  determine of the successful teacher can be drawn such belows;

```
┌─────────────────────────────────────────────────────────┐
│        Determine the criteria of the successful teacher   │
└─────────────────────────────────────────────────────────┘

┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ Developing    │   │ Developing    │   │ Developing    │
│ checked list  │   │ interview     │   │ observing     │
│ sheet         │   │ guide         │   │               │
└──────────────┘   └──────────────┘   └──────────────┘

┌─────────────────────────────────────────────────────────┐
│    Delivering the instruments to the potensial subjects   │
└─────────────────────────────────────────────────────────┘

┌─────────────────────────────────────────────────────────┐
│  Collecting the data and determine the most appropriate subjects │
└─────────────────────────────────────────────────────────┘

┌─────────────────────────────────────────────────────────┐
│       Research subjects successful English teacher         │
└─────────────────────────────────────────────────────────┘
```
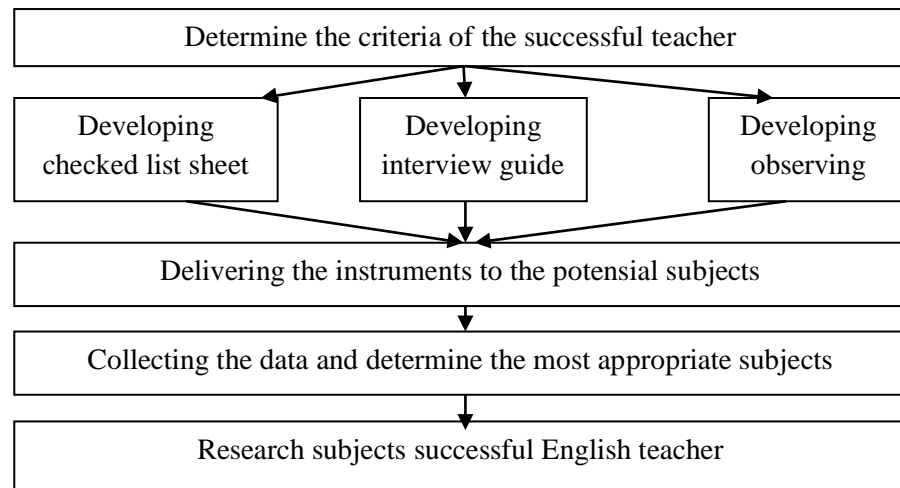
*3.1 Chart of the subject selection*

In selection of research subject firstly, the researcher prepared all instruments needed to collect the data of research subjects i.e checked list sheet, interview guide, and observing sheet. Secondly, the researcher  delivered the instruments to the potensial subjects. Thirdly, the researcher collected the data by interview some students from SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung. The researcher asked them about their experience learning English considering the characteristics of good teachers to young learners using interview guide for the students (see appendices 5 and 9). It aimed at finding out their best English teacher based on the students' perspectives. The questions focused on the teacher's ability in teaching English and teachers' personality and behavior.

Furthermore the researcher made several interviews with the principal (appendices 1 and 6) and the senior teachers (appendices 2 and 7) about the most

effective English teacher in MI Al Azhaar Bandung Tulungagung and SD Qurota 'Ayun Ngunut Tulungagung. The result showed the best English teacher based on the principals and the senior teachers' perspective.

The last the researcher determined the most appropriate subjects successful English teachers.

## 3.3 Research Instruments

According to Bogdan and Taylor, research instrument a defined as a procedure research that collects descriptive data containing words and written words of the respondents (Moleong, 2000, p.3).

Descriptive qualitative research design uses to conduct this research. The data collected by conducting, observation, interview and documentations.

### 3.3.1 Observation

According to Donald (2000), "Observation is a particular kind of data gathering, one in which the researcher directly observes, visually and auditory, some phenomenon and then systematically records the resulting observation. Observation depends on words to explain the setting, the behaviors and the social phenomenon in the natural and record it using field notes (Moleong, 2000, p.3).

In this study, observation used to observe the implementation of teaching English to young learners and language learning environment at SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung. The implementation of teaching English includes teaching preparation; preparing

lesson plan, teaching materials and teaching media, the activities during the class lesson started from opening, sequencing, closing and students assessments (see appendices 10-12).

The researcher also observed the language learning environment. The researcher took notes and recorded the data with photography, audiotape and studied it currently or later. To interpret the data from observation needs all of researchers' sense in order to get the whole picture about the phenomenon accurately. Then the researcher used field notes to visualize what was observed and experienced during the data collection. There are two kinds of field notes; descriptive and reflective field notes. Here the reaseacher used both fieldnote. The researcher used the descriptive field notes that gave a holistic description of the SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung, the English teacher and the students reaction and interactions, and the evens or activities (who, when, and what was done) during English teaching practices. Then the researcher used the reflective field notes that showed the researcher's feelings, comments, speculations about the data that collected related with the topic (see appendices 13-16).

### 3.3.2 Interview

Interview is useful to collect the data in form of opinions, beliefs, and feelings in order to give deeper understanding about the issue that is discussed. In this study, the researcher also used interview to collect the data. The reason of the researcher used interview to gather the data that cannot be collected from the

observation or to verify observations. This study used semi-structured interview to get the data. The researcher asked truly open ended questions with the research subject. When the researcher conducted interview, the condition must be comfort in order to get the objective and reliable data. Interview must be done effectively so that we can get data as many as possible. Based on the study by Jackson and Rothney (1991) indicating that "The interview is likely to yield more complete information when open-ended questions pertaining to negative aspects of the self need to be asked. The flexibility, adaptability, and human interaction that are unique strengths of the interview" (Borg and Gall, 1991, p. 437).

During the interview the researcher took notes and recorded the research subject answers. The interviewee allowed answering using their own terms. The interview was conducted twice or more in order to get more detailed information about the implementation of the teaching English to young learners and the language learning environment.  First, the researcher interviewed the English teacher's opinions related to the implementation of teaching English to young learners. The implementation was included his teaching preparation, teaching process, and students' assessments.

Second, the researcher interviewed the teacher dealing with creating positive language environment (see apendices 3, 4 and 8). In supporting the data, the researcher also made interview with the principals,  a senior teacher, and the fifth grade students  (see apendices 1,2,5,6,7,9).

### 3.3.3 Documentation

Documentation is intended to gain deeper information and understanding about that is discussed (Ary, 2010). Arikunto (2006, p. 231) said that documentation method is searching for the data deal with things or variables in the form of notes, trancripts, books, newspapers, magazines, scripts, meeting notulen, agenda etc. This study used documentation to get the data. Here the documents used to gain the good practices of TEYL are lesson plan, textbooks, progress reports, teachers work activities, etc. Therefore the documents used to help the researcher to interpret the teachers' comments in the interview (see apendices 17-26).

### 3.4 Data Collection

The data collected from the observation and interview the English teacher at SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung dealing with the implementation of TEYL and language learning environments, also from the documentations. The first step of collecting the information gain the detail information about the implementation of English teaching to young learners at  SDI Qurrotaa'yun Ngunut and MI Al Azhaar Bandung Tulungagung including teaching preparations and teaching processes. The first data collection were done by observing the English teacher in the English class, interviewing the English teachers, and examining the documents such as: lesson plans, text books, progress reports, and teachers' work.

The second step, the reasercher collected the detail information about how to create positive language learning environment to young learners in learning English throughout interviews and observation. The researcher observed the language learning environment including teachers teaching styles, the physical environment of classroom, the classroom culture and the opportunities for communication.

## 3.5 Data Analysis

The researcher used the steps of data analysis to analyze the data, the researcher needs to see deeper and deeper to understand the data to make the interpretation of the wider meaning of the data. There are three of data analyses. *Step 1*. The researcher prepared and organized the data from the observations, documentations, and the interviews from the research subject through transcribing interviews, and writing the field notes then read all of the data. *Step 2*. The researcher made an interpretation of the data and presented it descriptively. When all of those steps were done in *step 3,* the researcher made a tentative summary of the analysis providing necessary information based on the research questions. Then the summary was written based on the data analysis from the interview, observation, and document sources. To check the trustworthiness of the data, the researcher used sources triangulation. It refers to instruments of data collection which was used by the researcher. The researcher used field notes, video or tape recorder, phone cellular documentation and interview to answer the research questions.