**Chapter III**

**Research Method**

This chapter discussed about the method used by the researcher in conducting this study. The discussion covered research design, data and data sources, time and place of the study, techniques of data collection, techniques of data verification, and data analysis.

* 1. **Research Design**

Research design is a [detailed](http://www.businessdictionary.com/definition/detailed.html) [outline](http://www.businessdictionary.com/definition/outline.html) of how an investigation will take place. According to Creswell (2008: 46), qualitative approach is a type of educational research in which the researcher relies on the views of participants; asks broad, general questions; collects data consisting largely of words (or text) from participants; describes and analyzes these words for themes; and conducts the inquiry in a subjective, biased manner.

The research design of this study is descriptive. Arikunto (2010: 3) defines descriptive research as a research that has purposes to investigate a condition, situation, event, activity, etc, and the result is presented in the form of research report.

The researcher chose descriptive as research design because the researcher could give more detail explanation of the information obtained. In this study, the researcher described about the teaching activity done by the teachers who teach English to the children of kindergartens. The position of the researcher was an observer and interviewer. By using this type of design, the researcher could elaborate more of the result of the observation and interview done. Also, since this research aims to gain insight of a phenomenon, the data presented were in form of words rather than numbers, and the data were interpreted subjectively by the researcher, this study is using qualitative approach.

* 1. **Data and Data Sources**

Data are any type of information collected for use in educational research or assessment (Lodico, 2006: 66). The data in this study were in the form of field-notes gathered from the observation and interview transcriptions obtained from the interviews conducted with the teachers. The data collected were based from the proposed questions, which covered the learning activities, feedbacks, and learning environment.

Meanwhile the data sources in the study were the events of teaching activities in the classroom as well as the teachers with whom the interview was conducted.

* 1. **Time and Place of The Study**

The research was conducted starting from 20 April up to 13 May 2015. The location where the research was done was in Mardi Putra Kindergarten in Boyolangu, Tulungagung.

* 1. **Technique of Data Collection**

Data collection is one of the important steps in conducting a research. The data collected should be appropriate with the proposed research questions. In this study, the researcher used two methods of data collections, observation and interview.

1. Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. This method allows the researcher to record the activities occurred in the classroom as research site as well as classroom setting where the teaching activities done.

In observation, researchers' roles can determine the result of the observation. Three popular roles according to Creswell (2008) are role of a participant observer, role of a non-participant observer, changing observational roles. In this study, the researcher’s role was as nonparticipant observer. The researcher observed teaching and learning process, the feedbacks given by the teachers, and the condition of the classrooms.

1. Interview

Interview was applied to collect data of the proposed questions and also to get into deeper insight of the data obtained from the observation. The interview conducted in this study was one-on-one interview with open-ended questions. Since there were two English teachers in the school being studied, the researcher interviewed each teacher at different time. At first, the interviewer (in this case the researcher) listed some questions related to the problem proposed as the interview guide. After that, she interviewed the informants based on the interview guide. In order to get the validity and credibility of the instrument, the researcher asked help from the expert to validate the interview guide. In this study, the interview guide had been validated by Mr. S, a lecturer of English Education Department of IAIN Tulungagung.

* 1. **Technique of Data Verification**

The integrity of qualitative research depends on attending to the issue of validity. Validity concerns the accuracy or truthfulness of the findings (Ary, 2010: 498). There are some ways to make sure research findings are credible or valid. Researchers may use triangulation, peer debriefing, member check, audit trail, or other techniques to make sure the data obtained are valid. In this study, the researcher used triangulation to validate the findings.

Triangulation is the use of multiple sources of data, multiple observers, and/ or multiple methods. In this study, methods triangulation was used. The researcher conducted interviews with the teachers regarding the activities, feedbacks, and learning environment. And then, the researcher also conducted observations in the classroom to confirm the truth of the interview. After that, the results from both methods were compared.

* 1. **Data Analysis**

After collecting the data, the data analysis was presented. Data analysis is a process of making sense of the data found and make it into information. The data of this study were analyzed by using Miles and Huberman theory of qualitative data analysis. Miles and Huberman (1994) defined analysis as consisting of three steps: data reduction, data display, and conclusion drawing.

1. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcription. In this study, the transcription from the interviews and field notes were being filtered by focusing the answers based on the research problem. The data unrelated to the problem were reduced.

1. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. After the reduction process, the data is constructed to be more organized so that readers can make sense of the data. In this study, after being reduced, the data obtained from both interviews and observations were combined. And then the data were displayed in the form of narrative texts.

1. Conclusion Drawing

The last step of the data analysis was conclusion drawing. In this step, once the data had been displayed, the researcher made conclusions based of the information obtained from the research. In this study, the researcher read the data presentation to get into deeper understanding of the topic being studied. After that she concluded her interpretation of the finding. The conclusion is the final finding of the research process.