CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used to collect data for this study. The researcher began by presenting the type of research, a description of the participants and the research instruments. This was followed by an explanation of the procedure of collecting data, and method of data analysis.

A qualitative research approach was adopted for this study. The researcher had interviewed and observed four English teachers who teach first-year students in three different primary schools in Semarang. Those primary schools were SD Kebon Dalem, SD Kanisius Tlogosari, and SD Theresiana 02. The interview was about the challenges that the English teachers encounter in teaching English and the strategies how they overcome the challenges.

3.1. Type of Research

The researcher employed qualitative method in this research. Trochim (2006) says that qualitative data includes any information that can be captured that is not numerical. This definition is supported by McLeod (2008) who says that qualitative research collects information that is not in numerical form. According to Creswell (1994, p.149), the data collections in qualitative research involve four basic types, i.e. observations, interviews, documents, and visual images. As quoted by Creswell (1994, p.145), Merriam (1988) explains that qualitative research also involves fieldwork.

Therefore, qualitative researcher should go to people, setting, site, or institution to observe the behavior in its natural setting. This study employed qualitative method as the researcher had collected the data from interviews and observations.
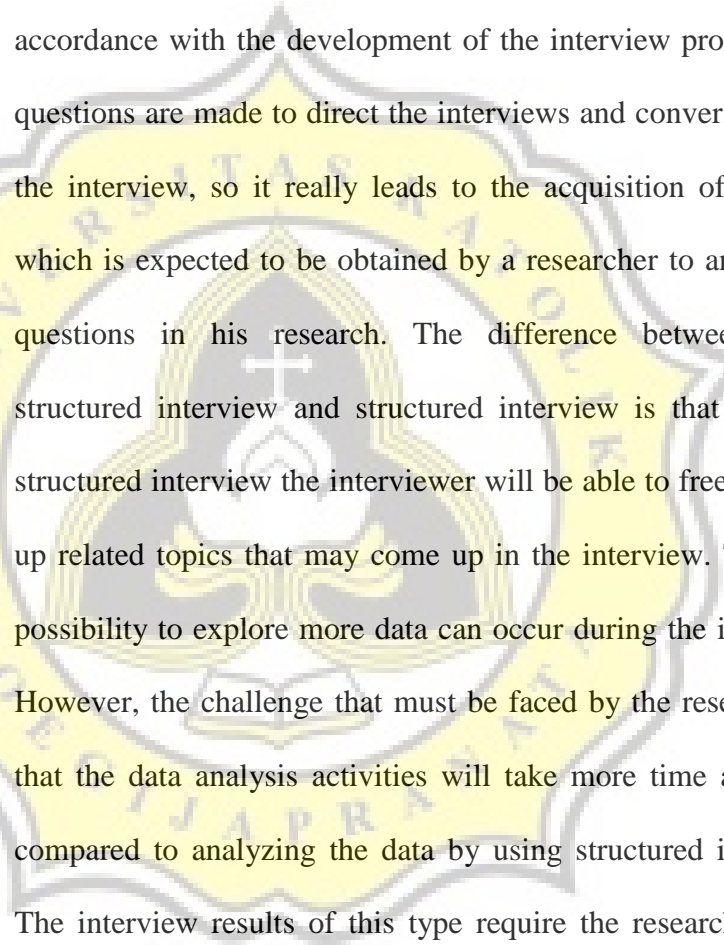
3.2. Method of data collection

3.2.1. Participants

The participants of this study are four English teachers who teach first grade students from three private primary schools in Semarang. The three schools were chosen because teaching English in those schools starting from grade one and the English teachers were willing to be interviewed. The primary schools that were chosen are SD Kebon Dalem Semarang, SD Kanisius Tlogosari Semarang, and SD Theresiana 02 Semarang

3.2.2. Instruments

a. **Interviews**

In this study, the researcher interviewed four English teachers who teach first-year students in primary school about the challenges in teaching English to their students and how they overcome the challenges. The researcher selected semi-structured interviews because of their flexibility which allowed the researcher to probe participants to gain understanding. De

Vos et al. (2005) indicate that the researcher can use semi-structured interviews to gain a detailed picture of the participants' beliefs, perceptions or accounts of a particular topic. In semi-structured interview, the interviewer equipped with a set of basic questions that will be developed in accordance with the development of the interview process. The questions are made to direct the interviews and conversations in the interview, so it really leads to the acquisition of the data which is expected to be obtained by a researcher to answer the questions in his research. The difference between semi-structured interview and structured interview is that in semi-structured interview the interviewer will be able to freely follow up related topics that may come up in the interview. Thus, the possibility to explore more data can occur during the interview. However, the challenge that must be faced by the researcher is that the data analysis activities will take more time and mind compared to analyzing the data by using structured interview. The interview results of this type require the researcher to be more observant in classifying the data obtained from the interviews, look for the patterns and linkages between the data, perform 'coding', then do the interpretation of the data.

In this study, the researcher chose semi-structured interview to interview the respondents. She prepared a guided

list questions before the interviews. The guided list questions were used during the interviews to gain clarity from all the participants depending on their responses.

b. Observations

In order to explore challenges and strategies faced by English teachers in teaching English to first year students in primary school, nonparticipant observation of English lessons was carried out. Gay et.al. (2009) state that the researchers observe and record behaviors, but they do not interact or participate in the life of the setting under study. Field notes were taken during observation to gather, record and compile information during the course of the study. Although this method did not directly answer the researcher's questions, it was useful for gathering data. "Observations enable the researcher to gather data on the physical setting, the human setting, the interactional setting and the program setting" (Cohen, L; Manion, L; Morrison, K, 2000). The researcher was able to gather information by looking at the physical settings of the sites, and also by observing the reactions of the people involved in the study and how they interacted with regard to the topic at hand.

3.2.3. Procedure of Collecting Data

To collect the data, firstly the writer interviewed the English teachers using semi-structured interview. The interviews were tape-recorded. Each interview lasted with the permission of the participants. After interviewing the English teachers, this was followed by observing the English teachers when they were teaching.

3.3. Method of Data Analysis

Since the researcher intended to explore challenges and strategies faced by English teachers in teaching English to first year students in primary school, the mode of inference was inductive, moving from specific observations to broader generalizations. In most qualitative studies, data collection and analysis take place simultaneously (Ary, Jacobs, Razavieh, & Sorensen, 2006).

Data analysis was done as the data were collected. Three steps suggested by Gay et.al (2009) were used in analyzing the data. First, the researcher read through the notes and wrote memos on all field notes and comments to get an initial sense of the data. Second, ideas or concepts identified in the notes were grouped into themes which emerged from the literature review and data collection. Third, referencing units of texts (e.g. words, sentences, paragraphs and quotations) were sorted out through coding and labeling them to indicate patterns and meanings.