

CHAPTER III

RESEARCH METHODOLOGY

The objectives of the study, as mentioned in Chapter One are to know what kind of techniques are used in teaching young learners in an English course, how the techniques are adjusted to the topics, and to find out the justification of using the techniques. Thus, to reach these objectives, the research has been done qualitatively.

3.1 Type of Research

As already mentioned above, this research uses qualitative research. According to Denzin and Lincoln (2000 cited in Denzin and Lincoln (ed.),2000:3), qualitative research is a situated activity that locates the observer in the world which consists of interpretive, material practices. Then, these practices turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. In this study, the researcher will be an observer which is inside the situation of classroom activities. Indeed, by where also involves all of aspects such as materials, activities, and interaction. Further, the research will bring to interpretative conclusion about the situation likewise Denzin and Lincoln (2000) say that qualitative research studies and interprets the phenomena.

Consequently, it is clear that qualitative research can not be experimentally examined and measured in term of quantity, amount, intensity or frequency because qualitative research emphasizes on process and qualities of entities of phenomena (Denzin and Lincoln, 2000, cited in Denzin and Lincoln (ed.), 2000:8). In addition, qualitative research also confirms the intimate relationship between the researcher and what is studied that it explains there are qualities of meaning and process inside phenomena which must be understood in qualitative limitation (Denzin and Lincoln, 2000, cited in Denzin and Lincoln (ed.), 2000:8). Therefore, qualitatively, the phenomena have the fundamental role by which everything will be analyzed and interpreted.

3.2 Method of Data Collection

3.2.1 Participant

The participants of this research were 13 teachers of young learners in English course at Center of Language Training (CLT) who teach children, junior, and teenager. The reason why the writer chose CLT for conducting this research is that CLT is an English Course which is a part of Soegijapranata Catholic University Semarang and CLT is a good and reputable English Course in Semarang which also cooperates with some elementary schools in Semarang.

3.2.2 Instrument

1. Observation

In this research, observation was done in order to find the data especially some kinds of techniques used by the teachers to teach some topics to the young learners.

2. Questionnaire

Questionnaire were given to the teachers. The substance of the questionnaire is about everything regarding to the problem formulations. Here, Method of Questionnaire is based on teachers' self-reports. This method is used because the subject knows more about him/herself, what the subject states is true and reliable, what the subject interpretation to the questions is equal with the research's mind (Hadi,1984:157).

In this research, actually there were two kinds of questionnaire:

1. The first questionnaire

The first questionnaire contained some topics based on topic books and some techniques used by the teachers to teach those topics to the young learners.

2. The second questionnaire

The second questionnaire was about the correlation and application between techniques and topics concretely regarding to the characteristics and the interests of the young learners.

3.2.3 Procedure

1. Observation

The researcher observed the kinds of techniques used by teachers. In addition, he observed how the teachers apply the techniques and how the teachers make some adjustments with the techniques based on the particular topics and the characteristics of young learners. By observation, the writer could note all of events that happen during teaching and learning process. Furthermore, by direct observation, we could get the data from the subject without verbal communication (Nazir,1988:213).

2. Construct Questionnaire

Based on the observation, the writer found 13 techniques used to teach young learners, namely pictures, drill out, repetition, role play, theory exposition, electronic media, pattern or formula, real object, song, card, game, class survey, rhyme. Then, in order to find the technique that was most popularly and the least popularly used, the writer made the first questionnaire (see appendix 1). Further, based on the result of the first questionnaire, the second questionnaire was arranged on purpose to find the adjustment between the techniques and the topics (see appendix 2).

The topics chosen based on materials books: Reach Out 1, 2, and 3 for level Children and Step Out 1, 2, and 3 for level Junior.

The topics were categorized into three subjects: grammar, vocabulary, and function. Each of subject contained some topics.

1. Grammar

The topics were:

1. Subject pronoun (I) and object pronoun (me)
2. Possessive adjective (my) and possessive pronoun (mine)
3. Demonstratives (this, that, these, those)
4. Inverted question (Is . . . ?, Are . . . ?)
5. Present tense (to be)
6. Present tense (have)
7. Present tense (do/does)
8. Present continuous
9. Past tense (to be)
10. Past tense (regular and irregular verbs)
11. Past tense (did)
12. Future (going to)
13. Wh- question
14. Preposition
15. Conjunction
16. Adverb of time
17. Adverb of place
18. Adverb of frequency (often, every)
19. Adverb of degree (very)

20. Indefinite articles (a . . . , an . . .)
21. Uncountable and countable nouns
22. Cardinals and ordinals number (1st, 2nd)
23. Comparative and superlative adjectives (antonym: young x old, big x small)
24. Quantities (a lot, a little)
25. Regular and irregular plural (cat-cats, mouse-mice)
26. Units of measure (a cup of coffee)
27. Question "How . . . ?"

2. Vocabulary

The topics were:

1. Weather and season
2. Days, months, and dates
3. Shapes
4. Family members
5. Rooms in the house
6. Clothes
7. Foods
8. Parts of the body
9. Animals and pets
10. Places

3. Function

The topics were:

1. Identifying oneself: name, ages, addresses, telephone numbers
2. Making and responding to polite request
3. Making requests and suggestions
4. Expressing likes and dislikes
5. Stating preferences
6. Describing the location of objects
7. Describing about daily routines
8. Describing about activities
9. Stating opinions
10. Following directions
11. Imperatives (stand up, sit down)
12. Request “May I . . .?”
13. Modal (can/can’t)
14. Simple greetings and introduction

3. Distributing Questionnaire

The first questionnaire was distributed after doing observation. On the first questionnaire, the teachers only chose the techniques they used based on the particular topics. It was possible that the teachers chose some techniques for only one particular topic. After finishing

the first questionnaire, the result would be analyzed to create the second questionnaire. The second questionnaire contained data of list of topics taught with particular technique and open question. Then, the teachers answered the questions based on the available data.

3.3 Method of Data Analysis

Data in this research were resulted from two kinds of two questionnaire. The first questionnaire contained the options of some techniques which were used by the teachers. The second questionnaire was about the adjustment among techniques and topics of the lessons.

3.3.1 Data Analysis of the First Questionnaire

There were 13 teachers who filled out the questionnaire. They might choose more than one technique for teaching each topic. Then, the result of the questionnaire was analyzed based on the total teachers who used some particular techniques for teaching a particular topic. The range of the total teachers was 7 to 13 teachers. In other words, only techniques used by 7 to 13 teachers which were analyzed since more than half teachers used those techniques. Therefore, those techniques were assumed to represent the majority of data.

Moreover, from those representative data, the percentage of each technique is counted. The formula was:

$$\frac{\text{Total teachers who chose particular techniques}}{\text{Total number to teachers (respondents)}} \times 100 \%$$

The result of the percentages showed the frequency of a particular technique used by teachers. The higher the percentages, the more frequent the particular technique used by the teacher and vice versa.

3.3.2 Data Analysis of Second Questionnaire

The 2nd questionnaire was based on the result of the 1st questionnaire. The 2nd questionnaire contained both topics and techniques which frequently used by most of teachers (7 to 13 teachers). For each technique, it was inserted some open questions and some topics of which were explained or taught with this technique.

The analysis of 2nd questionnaire emphasized on the relation between techniques and topics. In other words, the 2nd questionnaire was analyzed to find the suitability between techniques and some topics. The suitability was shown by the aim of applying such kind of technique for explaining some topics or combination of some techniques for explaining some topics. The analysis also exposed some

examples of simple micro teaching with application of techniques and topics in particular context.

