

## **CHAPTER III**

### **METHODOLOGY**

This chapter is to develop the theoretical framework for data collection and analysis of the study conducted, as well as to discuss the research methodology has been conducted in the study.

#### **A. Research Methodology**

##### **1. Research Design**

The research design used in conducting this study is a case study design. The case study design is chosen because it is an in-depth exploration of a bounded system (e.g. An activity, event, process, or individuals) based on extensive data collection (Cresswell: 2007). As the aim of this study is to explore a particular process of teaching and learning English model which is called experiential learning in a particular school, case study design is considered appropriate to use. To explore and get through insight of the course, multiple data sources, such as interview sheet, observation records , and school documents are used to conduct this study. Yin (2006) states a case study approach makes use resources and methods to discover multiple view of the case concerning multiple realities. Agreeing with Yin (2006), Merriam (1988:16) in Duff (2008:22) adds that case-study design is an intensive, holistic description and analysis relies heavily on handling multiple data sources. Besides the multiple data sources used in conducting this study, the research problem of this study is also related to how a

particular process of teaching and learning English model, which is called experiential learning, implemented. A case study is the preferred method when “how”, “who”, “why”, or “what” questions are being asked (Burns, 2000: 460).

#### **a. Research Procedures**

Procedures or steps in gathering information and collecting data sources were conducted as well as the procedures in analyzing the data for this study. Those steps are: gathering information from interviews, gathering information from observations, gathering information from documents, summarizing and interpreting the information (Hancock and Algozzine (2006) cited in Alpijah Pijri (2008)).

##### **1) Gathering information from interviews**

Interview was conducted to gain additional and clearer information of the basic information on the phenomenon investigated, such as the historical background of implementing experiential learning in English subject, information about the design of the syllabus, the setting of the study and the general view about the object of the study. The interviewees in this phrase were the English consultant, the curriculum planner, and the teacher. By interviewing them, the general view of the experiential learning and the curriculum have been gathered.

##### **2) Gathering information from classroom observations**

The next step was gathering information by conducting

classroom observation. Besides being observed, the teaching and learning process was possible to be recorded, and then the data would be interpreted. The aim of observing the classroom is to get a better insight about the phenomenon being studied. Furthermore, the real condition of the teaching and learning process can be got from the classroom observations. Besides it, the roles of the teacher and the students in classroom are also gained from the observations. Therefore, the data analysis and interpretation are supported with adequate evidence. The class observed was the K-5 of elementary school. It was started to be observed from September 24<sup>th</sup> to November 9<sup>th</sup> 2012. The total of classroom observations was nine meetings. Video and audio recording were used during observing.

### 3) Gathering information from documents

In this phrase, gathering information from documents is conducted. The documents to be gathered are the English textbook syllabus. Another documents gathered are students' portfolios containing students' tasks and other supporting materials used in the course. These sources were to get information needed about the syllabus of English subject as well as about the learning activities done by the students.

### 4) Gathering information from further interviews

The further interviews conducted were to gain more information about the phenomenon studied. In this phrase, the students and

teacher have been observed in order to gain opinion of the teaching and learning process implementing experiential learning, also to check what the teacher knows about experiential learning. It was done to see whether or not the needs of the students are covered by implementing this learning model. In addition, this was also intended to compare the real situation got from observations with what the teacher and the students know about their roles in the classroom.

5) Summarizing and interpreting the information

In this phase, all the data and information gathered are studied and interpreted to answer the research questions as well as to obtain the results and conclusions of the studies.

**b. Setting of the Study**

The study was conducted at *School of Universe (SOU)*. It is located in Parung, Bogor. This school has three levels that are kindergarten, elementary (*Sekolah Dasar*) and secondary level (*Sekolah Menengah*). As this school is *Sekolah Alam*, it has many trees and wide yards. The classes in this school are very unique. There are open-class, no air-conditioner, no walls, and no doors. In elementary level, there are K-1 until K-6 consist of  $\pm$  15-25 students each class. This school accepts students with special needs. Each class has two teachers, and shadow teachers for the students with special needs. Unfortunately, K-5 only has a classroom teacher who teaches all subjects and is helped by two shadow teachers. In K-5, the total of students is 18 students but there are

three students with special needs. *Sekolah Alam* is known as a non-formal school, but this school has been accredited and systematized like formal schools. The study was conducted from August to December 2012.

**c. Subject of the Study**

The subject of the study was the fifth grade of *School of Universe*. The fifth grade of elementary school has one class which consists of 18 students. For the interview, the subjects for the study are: a teacher who is the curriculum planner of the school, one the fifth grade teacher who is as English teacher, an English consultant, and 15 students of the fifth grade. The interviews were conducted face-to-face and recorded.

**d. Instrument of the Study**

The instrument of this study used in observation is Target Language Observation Scheme (TALOS). There are two kinds of observation scheme, which are low-inference and high inference (Alison Mackey and Susan M: 2005). However, this study uses low-Inference checklists. According to Ullman and Geva's cited by Alison Mackey and Susan (2005), low-inference is used for describing live classroom activities (e.g. drills, dialog, translation, and free communication), linguistic contents (e.g. songs, words, phases discourse) and skill focus (e.g. reading, writing, listening, and speaking), as well as, teaching behaviours (e.g. drills, narration, explanation, comparison, answers, discipline) and

students action (types of questions asked).

**e. Data and Data Sources**

The data in this study are divided into three: 1) English syllabus, 2) the development process of English syllabus, and 3) students' opinion of the English. The data sources for the first data was the interview sheet of curriculum planner and English consultant, for the second data were the observation records and TALOS tables of the learning process in the fifth grade class and the interview sheet of English teacher, the third data was the transcription of interviewing the fifth grade students.

**f. Data Collection and Data Analysis Techniques**

**1) Data Collection Techniques**

The data from interview are collected through these steps:

a) Designing the interview list

The interview lists were designed containing questions which are considered important in gaining the information or data needed. There were three kinds of interview conducted in this study; 1) interview list for students containing six questions, 2) interview list for English teacher containing eight questions, and 3) the interview list for Curriculum Planner and English Consultant containing six questions

b) Interviewing the teachers, students, and curriculum planner

c) Transcribing the record of interview

d) Describing the results of interview

The data from observations are collected through these steps:

- a) Preparing the equipment for observation
- b) Preparing observation's sheet using Low-Inference TALOS (Target Language Observation Scheme)

Low-inference category contains checklist for describing live classroom activities. The table consists:

- i. Observation Identity: date, teacher's name, class, observation meeting, number of students, and topic.
- ii. Observation Unit:
  - Grouping: Whole class, group, pair, and individual.
  - Types of Activities: Concrete experience, reflective observation, abstract conceptualization, active experimentation
  - Teacher's roles: Controller, facilitator, assessor, prompter, participant, resource, tutor, and observer.
  - Learner's role: Passive participation and active participation
  - Control Process: Teacher-structured learning and student-structured learning
  - Assessment: Norm-referenced test and criterion-referenced test

c) Conducting the observations

The classroom observations were held from September 24<sup>th</sup> until November 9<sup>th</sup>, 2012

d) Checking list on the observation sheet using Low Inference TALOS

e) Describing the classroom observation using field note

f) Counting each aspects in observation sheet

g) Describing the results of observation

The data from documents analysis are collected through these steps:

a) Collecting the syllabus of fifth grade English subject

b) Analyzing the components of the syllabus

c) Presenting the results on analysis table

d) Describing the results of documents analysis

## **2) Data Analysis Techniques**

The data analysis techniques for this study are adapted from Creswell (2008:320). The steps are:

a) Gathering the data from the interview, observations, and documents analysis

The data gathered from the interview, observations, and documents analysis were analyzed in finding the process of English subject by implementing experiential learning. This



analysis was aiming to answer how the syllabus is designed, how the learning and teaching activities are conducted, and to find students' opinion towards English subject. Thus, the analysis can also answer the question how experiential learning is implemented in English subject as foreign language of fifth grade at *School of Universe*.

- b) Transcribing the interview with teacher, students, curriculum planner and English consultant and describing the classroom observation
- c) Coding the data as data observation, data interview and data documents
- d) Answering the sub-questions posed in this study in order to sufficient information to answer the main question.

First sub question, to answer whether or not the syllabus is relevant to experiential learning principle. It can support the implementation of experiential learning if it is relevant. Second, the learning activities were described in each meeting to see the implementation of experiential learning cycles. Third, the students' opinion was gained to obtain students' feeling towards English.

- e) Answering the main question using eight principles of experiential learning and experiential learning cycles advanced by Kolb

The eight principles of experiential learning were used to see the learning model implemented in English subject is experiential model or like conventional model. Then, the experiential learning cycles advanced by Kolb were used to see the learning activities conducted by the teacher. If the teacher conducts the learning activities following the cycles of experiential learning, English subject of fifth grade is classified using experiential learning as the learning model. In addition, the findings of sub-questions were also used to find how specific experiential learning is implemented in English subject.

- f) Making conclusions and suggestions for the teachers of *School of Universe* in teaching English in particular and people who are interested in the study of implementing experiential learning.