

## CHAPTER III

### METHODOLOGY

#### 3.1 Method of the Study

This research employed qualitative method that used case study approach suggested by Creswell (2008) since the study was aimed to investigate deeply the issue of the teachers' strategies to encourage young learners' participation . The result was relied on the view of participants; ask broad; general questions; collected data consisting largely of words of text from participants; described and analyzed these word for themes.it attempts to understand and investigate strategies used by teacher to encourage young learner's participation as well as encountered problem and the problem solving applied by the teacher. In this qualitative study, the data were collected, coded, and classified into some categories. Finally, they were analyzed ad interpreted using some related theories to get some findings before arriving to a final conclusion of the study.

This is in line with the characteristic of case study: examining specific phenomenon. The specific phenomenon can be a teaching program, an event, a person, a process, an institution or a social group (Merriam, 1991). A case study aims to uncover the interaction of essential factors that characterize the phenomenon under investigation. Becker (1968, cited in Merriam: 1988) defines the purpose of case study as to arrive at a comprehensive understanding of the groups under study. In addition, Stake (1988, in Nunan, 1992) views that the difference between case study with other research studies is that the focus of attention is the case, not the whole population of cases. Since this study

investigate deeply the issues of teachers' strategies to encourage young learners' participation, a qualitative case study methodology is the most appropriate one.

### 3.2 Time and Place of the Study

In a qualitative study, research places were selected in purpose (Cresswell, 2008). This study was undertaken in three public elementary schools in Kedaung kaliangke, west Jakarta (SDN KKA 03, SDN 012 KKA and SDN KKA 09) (see appendix 1). The selection of the sample in this study was based on several reasons, beside the places where participants of the study taught English. Such as their accessibility and characteristics. The schools were cooperative in supporting the study. The principals, particularly, welcomed the study since they are aware of the improvement of their schools in English language teaching. Thus, they made ease the investigation without troubling about the permission paper.

### 3.3 Research Subjects

The subjects of this research were three English teachers in those three public schools. There were no specific criteria in the selection of these teachers, but some reasons were accounted. First, they were voluntarily willing to take part in this study because of their awareness to the improvement of English language teaching in their

schools. Second, they had quite long experiences in teaching English. They admitted that they needed inputs to improve their teaching strategies.

The participants of this study are coded as teacher 1 from SDN KKA 03 (T1), teacher 2 from SDN KKA 012 (T2), and teacher 3 from SDN KKA 09 (T3). Their participation is voluntary-based: the teachers are willing to participate in the study and to have their classes observed by the researcher. The participants' profile is presented as follow.

Participants	Age	Gender	Teaching Experience	Educational Background
T1	29 yo	Female	3 years	Strata 1 English Department of STKIP Kusumanegara
T2	34 yo	Female	8 years	Strata 1 English Department of STKIP Kusumanegara
T3	43 yo	Male	14 years	Strata 1 PGSD department of UNJ

Table 3.1

### 3.4 Data and Data Source

Data source that are used in this study came from the teaching and learning activities in SDN KKA 03, SDN KKA 012 and SDN KKA 09. This research focused on the strategies used by teachers to encourage learners' participation. The data of this research is the transcription from eleven recordings which have been transcribed.

### 3.5 Data Collection Procedure

The collection of data is important part of all research endeavors, for the conclusions of a study are based on what the data revealed. As a result, the kind of data to be collected, the method of collection, to be used, and the interpreting of the data need to be considered with care (Fraenkel & Wallen, 1990). In case study, data are gathered in various methods. This study uses two methods as follows:

### 3.5.1 Observation (Videotaping)

Observation means gathering information by means of observing that involves watching and/or listening to events, then recording what occurred (Thomas, 2003). This study employed a kind of mediated observation when the researcher saw and heard a reproduction (videotape) on earlier event. Videotaping was also used in order to avoid a missing part of observation since it can catch and capture the whole activities and situations happened at certain time.

In order to observe and investigate strategies that are employed by teacher to encourage learner's participation. The writer used some ways of collecting the data; video recording, field note taking, and collecting documents. In the observation, the researcher acted as non-participant observer. She sat at the back of the classroom and took notes about "what was said and done" (Van Lier, 1988) by the teacher and students. During the observation, the researcher recorded the activities in the classroom and took field notes using observation sheets. Video recorders were used to enable the researcher to keep the authenticity of the data. The field notes were used to write all phenomena happened in classroom on the observation sheet. The documents such as teaching materials and written task were used to complete data the researcher saw in the classroom. This is the Observation used during the classroom observation.

Table 3.2: Observation Sheet

No.	Teachers' Strategy	Implementation	LC	LT	LL	Notes
1.	Questionings					
2.	Presenting teaching activities					
3.	Providing teaching aids					
4.	Giving Feedback					

Steinert & Snell Observation Sheet

### 3.5.2 Interview

Interview means involves a researcher orally asking questions for individuals to answer orally. Interviews traditionally have been conducted face to face and one to one, with the researcher speaking directly with one interviewee at time (Thomas, 2003). Thomas also states that interview i a data collection method that can serve different puropse. Through interview, the researchers may investigate participant's background, reportde behavior and also opinions and attitude about various aspects of teaching and learning.

To gather more detailed information that could not be attained by the observation and to cross-check the information found in the observation, the writer employed a guided interview with semi structured questions in order to collect data of qualitative nature; explanations rather than yes-no answer. Through this way of interviewing, it was hoped that the study has a rich collection answer to be analyzed.

### 3.6 Data Analysis

The data of this study were analyzed through qualitative data analysis. As Fraenkel and Wallen (1993) stated that analyzing data in a qualitative study involves coding, categorizing, synthesizing, and interpreting the data, and finally making the conclusion based on the data the researcher obtained from various sources into coherent description of what to be observed. Therefore, the data from observation and interview were categorized and analyzed based on research questions. In order to answer the research questions, data from classroom observations and interviews were transcribed (see appendix 2) and then categorized. After categorizing, the data were interpreted and synthesized.

### 3.7 Establishing Reliability and Validity of the Instruments

Validity issues are important in conducting a research. In qualitative research, findings or data is consider valid if there is no difference between the reported researchers with what actually happened on the object (Sugiyono, 2010) Thus, to maintain validity in this study, the researcher use Triangulation techniaque.

Triangulation refers to variations methods of data collecting such as classroom observatio and interview. the first method was used because the data are learning process which consist many activities. This method provides the needs of research in gaining data audio-visually. The second method was utilized to confirm the first data whether there was same opinion in understanding the interaction between the researcher and participants.