

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discussed the research methodology used in the study. It covers research design, data resources, data collection method and data analysis method.

#### **3.1. Research Design**

Research design which is used in this study is a qualitative research method which describe and explain the details of situation and condition in the classroom regarding with the kinds of task which implemented in teaching grammar for young learners, the problems which are experienced by teacher in implementing task in teaching grammar for young learners and the solutions which are given by the teacher to overcome the problems in implementing task in teaching grammar for young learners.

#### **3.2. Research Subject**

The subject of this study are two Teachers at elementary school in Gresik especially at fifth grade students. The reason why the writer chooses fifth grade students is because at that level the teacher is starting to introduce the basic rules of particular grammar.

There are some criterias of qualified English teacher which are used by the writer in deciding and sellecting the research subject. These are some criterias which are used by the writer in deciding the research subject : the teacher has ability to use English for communication, the teacher has S1 or S2 degree from English Education Department , the teacher has experience in teaching English

more than five years, the teacher ever join in education workshop and the teacher uses variance task in teaching grammar for young learners.

In deciding and selecting the research subject, the writer do the preliminary study first. The writer comes to seven elementary schools in Gresik area. Those seven elementary schools are : SD Muhammadiyah Manyar, SD NU Terate, SD Sidokumpul 2, SD Muhammadiyah GKB, SD Petrokimia, SD Sidokumpul 1 and SDN Tambak Beras. After that, to select the research subject, writer gives questionnaire to the Teachers of those each school. Based on the questionnaire which are given, the writer find five English teachers who implement task in their teaching and learning process of grammar. Those five English teacher are from SD Muhammadiyah Manyar, SD Muhammadiyah GKB, SD Petrokimia Gresik, SD NU Terate and SDN Tambak Beras. But, in here the writer just take two English teacher as the research subject, because from those from English teachers just two teacher who qualify all of the criterias of qualified teacher. Those two English teacher are come from SD Muhammadiyah GKB and SDN Tambak Beras.

The following will describe more about those two English teacher as the research subject in this research based on the inerview with the teacher :

The first subject is English teacher from SD Muhammadiyah GKB. She teaches at fifth grade students. She can communicate in English well. She has got S1 degree of English Education Deapartment. She has experience in teaching English for about eight years and she also ever join in education workshop. Main point from the first subject is she creates meaningful way in designing task by involving the students in real situation. For example : the theme is about past

tense. The teacher asks the student about what do the students do now and what do the students do ten minutes ago. It is intended in order to make the students know the difference between the use of past tense and present continuous tense without explaining it with complicated pattern.

The second subject is an English teacher from SD Tambak Beras. He teaches at fifth grade students. He can communicate in English well. He has got S1 degree of English Education Department. He has experience in teaching English for about nine years and he also ever join in education workshop. Main point from the first subject is he creates creative way in designing task for increasing the motivation of students in learning grammar. For example : in teaching sentence structure, the teacher asks the students to read a paragraph and after that he asks the students to create their own sentence to continue the paragraph.

### **3.3. Data Collection Method**

Data collection is the gathering of information to answer the research question. In collecting the data, there are some steps : the first step, the writer asked permission to the headmaster to do observation in the school. The second step the writer observe the class when the teacher implement task in teaching grammar for the students. The third step, the writer interview the teacher after observing the class. The interview is based on the interview guide. The writer will interview one time after all observation finish.

In this study, the data were collected by observing the activity in the classroom and interviewing the teachers.

### **3.3.1. Observation**

Observations are conducted to get the information about what kinds of task which implement by the teacher in teaching grammar for young learners. The teaching and learning activity which are observed by writer, are recorded to get the details of teaching and learning activity which is done in the classroom. Here, the writer also uses check list in conducting the observation. The observation is conducted until the writer collects enough data to answer research question in this study. In this research, the writer as passive observer. It means that the writer is not taking part in teaching and learning activities in the classroom.

### **3.3.2. Interview**

Interviews are conducted to get the information about the kinds of task which is implemented by the teacher in teaching grammar at the classroom, the problems which experienced by the teachers regarding with the implementation of task in teaching grammar itself and the solution are given by teachers to overcome the problems. The interviews are done before and after the class observations has been conducted. The interview which is done before the class observation has function to get information and the interview which is done after the class observation has function to seek validity from the previous interview. In here, the interviewer engages in active listening. It means that the interviewer is being paid attention on what the teacher say.

According to Donald Ary (2002), when conducting interview in qualitative data is using open-ended and less structured or unstructured interview. This type of interview is the question which arise from the situation. Here the writer used

less structured interview. It means that the interviewer does not follow a formalized list of questions, just a list of general topics or interview guide.

### **3.4. Data Analysis**

Based on Miles and Huberman (1994), there are three steps of analyze the data : data reduction, data display and drawing conclusion.

The writer will explain more about the each steps of data analysiss which is used in this study below :

#### **3.4.1. Data Reduction**

Miles and Huberman (1994) describe this first of their three elements of qualitative data analysis as 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 transcriptions."

In this study, the first data reduction is from recording observation and check list which are gotten from classroom observation related with the implementation of the kinds of task, such as : listing, ordering and sorting, comparing, problem solving, sharing personal experience and creative task in teaching grammar by the teacher and also to find out the problems which are experienced by the teacher during implement those kinds of tasks in teaching grammar and the solution which are given by the teacher to overcome the problems.

The second data reduction is from depth interview with the teacher related with the implementation of such kinds of tasks ( listing, ordering and sorting, comparing, problem solving, sharing personal experience and creative task ) in teaching grammar, the problems which are experienced by the teacher during

implement those kinds of tasks and the solution which are given by the teacher to overcome the problems to cross check the data from recording observation.

The writer discards unimportant activities and informations and simplify and transform all the data which are gotten from recording observation, check list and interview in the form of transcriptions.

### **3.4.2. Data Display**

Data display is the second element or level in Miles and Huberman's (1994) model of qualitative data analysis. Data display goes a step beyond data reduction to provide "an organized, compressed assembly of information that permits conclusion drawing..." A display can be an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data.

In this research, The first data display is from recording observation. The writer displays the preparation of implementing task in teaching grammar, introducing the topic or contents of the task in teaching grammar, the model of the task in teaching grammar, the action of the task in teaching and learning process and teacher's feedback or evaluation regarding with the outcome of task by using extended text. Those types of data display have purposed to display the data which show what is happening in the classroom in details.

The second data display is from depth interview with the teacher. The interview related with the implementation of task, such : listing, ordering and sorting, comparing, problem solving, sharing personal experience and creative task in teaching grammar, the problems which are experienced by teacher in implementing those kinds of task in teaching grammar and the solutions which are

given by the teacher to overcome the problems will be transcribed. After that the data from interview transcription will display in the form of extended text in order to make the reader understand clearly.

### **3.4.3. Data Conclusion**

This activity is the third element of qualitative analysis. Data conclusion involves stepping back to consider what the analyzed data mean and take the conclusion about it. The writer analyzes the data from recording observation, check list and interview about the implementation of task in teaching grammar for young learners. Based on the result of the data analysis, the writer make clear conclusion to give clear understanding about the implementation of task in teaching grammar for young learners, the problems which are experienced by teacher in implementing the task in teaching grammar for young learners and the solutions which are given by the teacher to overcome the problems in implementing task in teaching grammar for young learners.