

CHAPTER III

RESEARCH METHOD

One of important factor in doing a research is the use of the research methodology. Therefore, the correct ways in choosing the applying method will decide the success of the research. The research methodology is the method find and discovers the truth, the fact and also problem solution. Methodology in research is very important. This is suggested by Sukardi (2003: 3); he stated that “research methodology is usually about the ways of applying some approach method used to solve the problem.

From explanation above, the writer describes the methodology used to conduct the study. They are research design, subject of the study, research method, and instruments of the research, the data collection and data analysis. The writer would be explained them one by one as follows:

3.1. Research Method

Research method is important thing to conduct a research. It can help the researcher find out the researcher problems and how to solve the problems. As what Bogdan and Biklen (1998:49) said that “design is used in research to refer to the researcher’ plan and how to proceed”.

The researcher chooses descriptive qualitative in designing her research. According to Best (1981:25) descriptive research involves the description, analysis and interpretation of condition that exist. The reason why the researcher

chooses descriptive qualitative in designing her research is because the researcher would like to observe EFL Kindergarten Teaching Activities. The teaching activities including planning, implementation and evaluation but the researcher focus in implementation of teaching activities that covered by pre-teaching, whilst teaching and post teaching. In pre-teaching, there are some activities such as opening class and classroom management. Explanation, giving new vocabularies and tasking are in whilst-teaching and in post-teaching there are activities such as review the lesson. Then, the researcher will interpret it in chapter five.

3.2. Subject of the Study

The subjects of this study are three EFL kindergarten teachers. The researcher interviews and observes some English kindergarten teachers. In this research the writer chooses subjects by using criteria those are English teacher who are able to communicate in English, graduated from S1, had experience in teaching EFL kindergarten 3 years, has certificate or recommendation to teach English and use English more than *Bahasa* in EFL classroom. The researcher only used the teacher as subject because she wants to focuses on EFL teaching activities until she gets answer of her research questions about how does EFL kindergarten teacher teach EFL kindergarten students.

The researcher find 2 the subject from Little hand school and 1 subject from Aisyiyah Bustanul Athfal where the English taught at this school and the students of this school ever win the English competition. Besides that, the teacher fulfill the criteria that researcher mention above.

3.3. Instrument of the research.

The research instrument in this study is researcher herself as the main instrument. It is because the researcher is able to absorb all the information and behave naturally with what happen in the field. She will conduct observation and interview with teacher relate to teacher activities in EFL classroom that equipped by observation form and interview form. She also uses video recording as additional tool. It is used to record all teacher activities in English classroom. Teacher activities will be compared in each EFL classroom such as related the way of teacher opened the class by activate students background knowledge of English language in pre-teaching, the way of explained the lesson, manage the classroom and tasking in whilst teaching, the last, the way of teacher evaluated the learning by giving feedback in post teaching did observation to students and EFL kindergarten teacher as long as the teaching and learning activities.

3.4. Data Collection

They are some steps that will be done by the researcher as procedure to collect the data, such as:

3.4.1. Classroom observation

According to Thomas (2003: 60). "Observation is gathering information by means of observation involves watching and listening to events, the recording what occurred." Based on that statement, the researcher used observation got the specific data of implementation of EFL kindergarten teaching activities and it used to gain some important information about how does EFL kindergarten

teacher teach EFL kindergarten students and what are the problems that found by EFL kindergarten teacher during teaching.

Moreover, during teaching learning process, the researcher becomes non-participant observer. "In a non participant observation study, writer does not participate in activity being observed but rather 'sit on sidelines' and watch. They are not directly involved in situation in they are observing" (Fraenkel and Wallen, 2005: 36). It means the researcher just sit and watch the teaching learning process.

Besides, the researcher also records the activities in the classroom. Recording of observation should be done as soon as possible, while the details are still fresh in the mind of observer." (Best, 1981, p.161)

The researcher uses nonparticipation observation means that she does not take much role in the teaching learning process and does not communicate with people being observed. She makes no effort to manipulate variables or to control the activities of individuals, but simply observes and records what happen as things naturally occur.

The researcher will do six observations in her study because there are there subjects in this research. These six observations got from two observations to every subject. She will add the time to do observation if the result from all of the observations is not consistent and it has not answered the question in problem statement. The researcher will record all the teacher activities in the class but she focuses on observing the implementation of EFL teaching activities related the way of teacher opened the class by activate students' background knowledge of English language in pre-teaching, the way of explaining the lesson, managing the

classroom and tasking in whilst teaching. The last, the way of teacher evaluated the learning by giving feedback in post teaching. The observation has done to students and EFL kindergarten teacher as long as the teaching and learning activities.

Here, the researcher observes and pays attention to the object by using all of her instruments and equipped with video recording and observation form. To know the observation form that used to observe the English teacher.

3.4.2 Interviews

The second step of collecting the data of this research is interview. It is supported by Marshall and Rossman (1989: 82) “An interview is a method of data collection that may be described as an interaction involving the interviewer and interview, the purpose of which is to obtain valid and reliable information.”

The researcher is going to interview EFL kindergarten teacher in order to answer the second research. The interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspective on a particular ideas, programs, or situation. It means that by doing interview, the goal of it to cross check the validity of observation with the interview. Then, the interview is hold after observation; it is about did observation to EFL kindergarten teacher as long as the teaching activities. Related the way of teacher opened the class by activate students background knowledge of English language in pre-teaching, the way of explaining the lesson and managing the classroom in whilst teaching.

The interview is based on the unguided question it means that the researcher will ask the teacher about teacher activities that have not be answered in field notes observation, besides that the writer will record the interview by using tape recorder. Using a tape recorder during interviews raises some special considerations for field-work relation (Bogdan and Biklen, 1998: 100). The content of interview is about all EFL teaching activities.

The researcher will use *Bahasa Indonesia* in order to make the teacher answers questions easily and to avoid misunderstanding during the interview.

3.5. Data Analysis

In this research, the researcher conducts three steps to analyze the data which consist of data reduction, data display and drawing conclusion. It is supported by Miles and Huberman (1994: 10-11) "qualitative data analysis consist of three concurrent follows activity: data reduction, data display, and drawing conclusion or verification".

In descriptive study, the data which is taken by observation and interview will analyze and the result will report descriptively. In this study, the data will describe by the fact and the writer's opinion. All instruments that the writer use in conducting this research will answer all the research questions.

3.5.1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up fields notes (Miles

and Huberman, 1994: 10-11). In this case the researcher during analyzing the data.

The first data reduction is from the observation form. Here, the researcher will delete some data that was inappropriate with the first research question as stated in chapter one above. In this case, the writer will select and rewrite appropriate information that got by the researcher from observation about EFL kindergarten teaching activities related the way of teacher opened the class by activate students background knowledge of English language in pre-teaching, the way of explaining the lesson and managing the classroom in whilst teaching and the last, the way of teacher evaluating the learning by giving feedback in post teaching.

The second data reduction is from teacher interview script. The researcher will delete the data that was inappropriate with the second research question as stated in chapter one above. In this case, the writer will select and rewrite appropriate information was got by the writer from interview the subjects about EFL kindergarten teaching activities related English and the problems that EFL teacher find when the teacher opened the class by activate students background knowledge of English language in pre-teaching, the way of explaining the lesson and managing the classroom in whilst teaching and the last, the way of teacher evaluating the learning by giving feedback in post teaching.

3.5.2. Data Display

Data display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994: 10-11). It

means that data display is process of presenting the data. In qualitative research, data display is applied on chapter 4, *finding the discussion*.

After did the data reduction, the first data display is from the observation result of EFL kindergarten teacher. The researcher displays the data from the observation result by using descriptive form. Those types of data display are purposed to display the data which conveys what is happening in the classroom in detail form the first meeting up to second meeting. On the other side, the writer also display the data about the implementation of EFL kindergarten teaching activities.

3.5.3. Drawing conclusion

The last step in analyzing the data is drawing conclusion. It is beginning to decide what things mean, nothing regularities patterns, explanation, possible configuration, casual flows, and proportion (Miles and Huberman, 1994: 10-11). Here, the drawing conclusion written up in chapter 5. The researcher will draw the conclusion related to implementation of EFL kindergarten teaching activities after analyzing all the data.

The research does the first analysis from the observation form. The conclusion is hoped that give brief explanation how EFL kindergarten teaching activities teach the students. Related the way of teachers opened the class by activate students background knowledge of English language in pre-teaching, the way of explaining the lesson and managing the classroom in whilst teaching and the last, the way of teacher evaluating the learning by giving feedback in post

teaching. The second analysis comes from interview. The conclusion from interviewing the teacher about EFL kindergarten problems in teaching.

All the data from those tools will be analyzed based on the fact and the writer's interpretation. Those also help the researcher to answers all research question. Further explanation, it can be seen in the next chapter.

In drawing conclusion the researcher found that the EFL kindergarten teacher teach their students is used song and TPR. For the media they used puppets, picture and something that near with the students. The English that taught to the students is the simple language; it means only some vocabularies, instruction and some daily conversation. Besides that, the teacher did not guest the students to spell in English. The problem that teacher found when teach the EFL students is the students was noisy and some in uninterested condition.