

CHAPTER III

RESEARCH METHODOLOGY

This chapter is intended to describe the research methodology that is used to conduct the study and the way of collecting and analyzing the data. In this chapter the researcher describes the research design, research subject, data and source of the data, research instrument, data collection technique, and data analysis technique.

3.1 Research Design

This study was designed as descriptive qualitative research.

Qualitative research studies the real-world situations as they unfold naturally; nonmanipulative, unobtrusive, and noncontrolling (Best & Kahn, 1998:241).

In this study the researcher observed the real condition of EFL outdoor activity at *SD Sekolah Alam Insan Mulia Surabaya (SAIMS)*. A descriptive approach in data collection in qualitative research is able to provide a clear picture of the phenomenon under study. Descriptive research describes and interprets what is. It is concerned with condition or relationships that exist, opinion that are held, process that are going on, effects that are evident or trends that are developing (Best & Kahn, 1998:113). In this study the researcher described and interpreted the implementation process of EFL outdoor activity that was going on at *SD Sekolah Alam Insan Mulia Surabaya (SAIMS)*.

The purpose of this study was to explain the implementation of EFL teaching through outdoor activity for elementary students at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)*.

In this study, the researcher involved the participant observation for collecting the information. Using the participant observation enable the researcher to make periodic interviews interspersed with observations so that the researcher can question the subjects and verify perceptions and patterns.

3.2 Subjects of the Study

The subject of this study is one English teacher at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)* who teach the first and second grade students. The researcher selected SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)* because this elementary school is experienced in implementing the outdoor activity. *Sekolah Alam Insan Mulia Surabaya (SAIMS)* has been implementing outdoor activity regularly at least three or four times in a semester to support the teaching process to be more contextual and applicable.

The qualification standard of the English teacher that was decided by the researcher on this study was the English teacher who have minimum academic qualification S1 or Diploma IV that graduated from the English major. The English teacher must have minimum 5 years experience in teaching English through outdoor activity.

In this study, the researcher selected one English teacher who graduated from Sekolah Tinggi Ilmu Bahasa dan Sastra (STIBA), degree in

English and Literature. He is experienced in teaching English through outdoor activity to the elementary students. The English teacher has been teaching at *SD Sekolah Alam Insan Mulia Surabaya (SAIMS)* more than five years (starting 2007 – at present).

Actually, this elementary school has two English teachers. The other one of English teacher who has been teaching the third until the sixth grade students is the new English teacher in this school. She did not have experience yet in teaching English through outdoor activity. So, the researcher observed only one English teacher who has been teaching the first and second grade students.

3.3 Instrument of the Study

The instrument of this study was the researcher herself. In this study, the researcher collected the data by herself to avoid the mistakes from observing and interviewing both the English teachers and students. While the tools to collect the data which used by the researcher in this research were observation and interview.

3.3.1 Observation.

In this process, the researcher observed one the implementation of EFL outdoor activity at the first and second grades students. The researcher did the observation in four meetings. The observation took on May 10 and 12, 2012, and May 23-24, 2013. On doing the observation, the researcher used recording observation and field note.

3.3.1.1 Recording Observation

The researcher used video recorder for getting information about the implementation of EFL outdoor activities at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)* that are related to the pre-outdoor activity, while-outdoor activity, and post-outdoor activity that were done by English teacher.

3.3.1.2 Field Note

This field note was used to write anything about the implementation of English outdoor activity. The researcher also used field note to complete in collecting information and data if the other instrument was less.

3.3.2 Interview

Interview is used to gather information regarding an individual's experiences and knowledge; his or her opinions, beliefs, and feelings (Best & Kahn, 1998:255). Interview was used to check the data from the observation that was taken by the researcher.

One English teacher that was selected based on the criteria was chosen by the researcher as the interviewee. The researcher used the semi-structured interview for interviewing the English teacher. A semi-structured interview is flexible, allowing new questions to be brought up during the interview as a result of what the interviewee says. In this study, the researcher took twice interview sessions then ended the interview when the data was already saturated.

For interviewing the English teacher, the researcher used recorder to record the answers. For getting information about the implementation of EFL outdoor activities, there were twenty questions that were asked by the researcher to the English teacher related to how does the English teacher activate the students' prior knowledge; how does the English teacher use the real objects in EFL teaching; how does the teacher develop the students' motor skill, social skill, intellectual skill in EFL outdoor teaching; how does the teacher monitor the students in EFL outdoor activity; how does the teacher check the students' understanding; how does the teacher give assignment; how does the teacher test the students in EFL outdoor teaching. (See appendix. III).

3.4 Data Collection and Technique

On doing the observation, the researcher decided to act as the non-participant observer. The researcher recorded the implementation of EFL outdoor activity process starting from the pre-outdoor activity, while- outdoor activity, and post-outdoor activity. It was done by the researcher to avoid the missing part of information that might be happen in collecting the data.

There were some steps that need to be done by the researcher as the procedure to collect the data, such as:

1. The researcher selected the English teacher at SD *Sekolah Alam Insan Mulia Surabaya (SAIMS)* who is experienced in teaching English through outdoor activity.
2. The researcher recorded the English teacher activity on teaching English through outdoor activity. The researcher observed how does the English teacher on activating the students' prior knowledge, preparing the students before doing outdoor activity, teaching and guiding the students during outdoor activity and reviewing or check the students' understanding.
3. The researcher made field note related to what were being told by the English teacher and students during teaching and learning process on the EFL outdoor activity.
4. Finally, the researcher conducted interview with the teacher to crosscheck the information of the data.

3.5 Data Analysis

The next process should be done after collecting the data was to analyze the data which gathered during data collection process. The researcher used data display, data reduction and data drawing to analyze the observation and interview result.

3.5.1 Data Reduction

Miles & Huberman (1994:10) stated that Data Reduction refers to the process of selecting, focusing, simplifying, abstracting, and

transforming the data that appears in written-up field notes or transcription. As data collection proceeds, on this data reduction process, the researcher transcribed the interview and observation data from recorder and handy-cam into written text then wrote summaries, coding, teasing out themes, and making cluster.

3.5.2 Data Display

In this process, the researcher showed the data that was selected from data reduction process. Miles & Huberman (1994:11) stated that a 'display' is an organized, compressed assembly of information that permits conclusion drawing and action. On this data display process, the researcher displayed the selected data that were designed to assemble organized information into an immediately accessible, compact form so that the researcher can see what was happening and either draw justified conclusions.

3.5.3 Conclusion Drawing and Verification.

The last process of analyzing data was conclusion drawing and verification. Miles & Huberman (1994:11) stated that conclusion is also verified as the analyst proceeds. While Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop or with extensive efforts to replicate a finding in

another data set. In this process, the researcher concluded the result of all data display to make conclusion and also verified it.