

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research Design**

This study was designed to find out the parents' perception toward English learning in bilingual kindergarten in Gresik. The writer determined the design of the research was descriptive research. According to James (1997), descriptive research was used to obtain information concerning with the current status of the phenomena to describe what exist with respect to variables or condition in a situation. As the objective of this study, the writer wanted to investigate about parents' perceptions that were evaluation, memory and impression about English learning in bilingual kindergarten. Beside perception the writer also investigated the major reason why parents send their children to learn English in bilingual kindergarten, so that this study used descriptive qualitative research design. The writer hoped that this study could find Parents' perception toward English learning in bilingual kindergarten.

#### **3.2 Subject of the study**

Subject for this study were ten mothers and four fathers whose children study in second years of bilingual kindergarten. Parent were a mother and father whose child learns in bilingual kindergarten from different background.

The writer used snowball sampling method or chain referrals sampling to select the subject. Snowball sampling was non-probability method and may be used when the desire sample characteristic is rare, i.e., when it is extremely difficult or cost prohibitive to locate respondents in the study population such as maternal deaths (Singh, Pandey, Agrawal, 2007). The writer chose this sampling technique because the parents whose children were in the second years of kindergarten are difficult to found. Most of second years of kindergarten were not awaited by their mother. There was a school rules which prompted the parents to do not wait while the children study.

The kindergartens were filled in the criteria specified by the researcher. Based on the criteria researcher chose Harvard kindergarten and Tadika Puri kindergarten. Those schools had been applied bilingual classes more than two years, the existing facilities and activities were good to support the English. Also the teachers' standard and qualification were quite high. They were graduated of PGTK, bachelor of English, and D1 minimum of English.

### **3.3 Instrument**

This study was qualitative research. According to Ary et. al (1985) qualitative research has the natural setting as the direct source of data and the researcher was the key instrument. In this study, the writer was the key instrument because the writer as an observer. While observation process, the writer also analyzed the data. Source of the data was taking from the parents who send their children to learn English at bilingual kindergarten.

In order to collect the data, the writer determined to use questionnaire and interview. It deals with the purpose of this research to investigate parental perceptions toward English learning in bilingual kindergarten, because the subject was parent who sends their child to study in bilingual kindergarten. The questionnaire and interview questions were prepared before the formal interview using open-ended questionnaire and snowball sampling interview. The questions were developed by the writer. It was divided into three parts (see Appendix 4). Part I was composed of five items concerning respondents' evaluations and reasons for sending their children to learn English in bilingual kindergarten. Part II consisted of five items aimed to obtain information about respondents' past experiences about English learning and memory that affect respondents to send their children to study in bilingual kindergarten. Part III contained five items and eight items for fathers in regard to participant's impression toward English learning in bilingual kindergarten.

Questionnaire was designed for career mother and father who were difficult to find. The teacher of the schools sends the questionnaire to the parents to be answered at home. Interview was designed for housewives who exist in schools. In the interview process, at the first the writer identified a case that meets criteria for inclusion in the study, then looked for a subject to be interviewed. After interviewed the initial subject the writer asked for the assistance from the subject to help identify people with a similar trait of interest. The writer also asked the subject to nominate another person with the same trait as the next subject. The writer then interviewed and observed the

nominated subjects and continued in the same way until the obtaining sufficient number of subject. When the writer collected the data, the writer asked to the principal about the subject to be interviewed. Then principal suggested the chief of committee, after interviewed the chief of committee the writer asked the chief to choose her members to be interviewed and so on.

### **3.4 Preliminary Study**

Preliminary study was conducted before the research. The preliminary study was intended to choose the school that writer examined because bilingual kindergarten was a new program in Gresik. The writer has defined several criteria for recent school to be studied. The writer applied these criteria based on (Mithcell, 1994). The first was the schools already applied bilingual classes over two years. Second, the use of English and Indonesian in the classroom at least 50% : 50%. Third, the schools had broad curriculum available to all students. Then, a school climate that is conducive to learn. Fifth, the school had good facilities. Sixth, there was an extra or another activity that supports students English. The last, had a strong and professional teachers. While for the parents who will be studied were mothers and fathers who send their children to learn in bilingual kindergarten

Based on the observation at those bilingual kindergartens, those two schools had been practicing bilingual class above two years. In the class there was one teacher who taught a lesson and one companion who helped teacher to organize students. The companion also followed and understood about the material that will be taught by the teacher. The teacher in every level used

50% English and 50% Indonesian; some even used 75% English and 25% Indonesian. For practices, when the students came to school they were greeted with instruction in English like “take off your shoes first”. The teacher and the companion did not directly inform the meaning of the instruction given, but they just directly demonstrated the meaning. Teachers in this school maximized the use of English in the classroom. It was started from praying, opening, material until closing. In this school, teacher also gave treatment and more activity in English. The examples of the treatments were singing an English song, games in English, activity in English, and listening in English. Harvard kindergarten and Tadika Puri kindergarten were applied curriculum based on the minister of national education no.58/2009 about early childhood education standard, besides national curriculum, Harvard kindergarten applied TPR (Total Physical Response) and for Tadika each theme that will be taught was from the foundation that has been discussed with the teacher. These two schools kept their relationship with parents. For example in Tadika Puri, each month there were informal gathering with parents at the school to talk about children development and school progress.

In Harvard, there were some extras or English activities such as cooking classes, science corner, computer for kiddy, and much more. However in Tadika, every year there were competitions between Tadika’s foundation in English such as singing, drama, children story telling, and much more. Those activities intended to increase students’ skills in English. Teachers criteria at those two schools were quite good, at least diploma 1 for English qualification and minimal graduated from PGTK.

### 3.5 Procedures

The first step before gathering the data was literary study. In this step the writer reviewed some literatures related with the parental perception and bilingual kindergarten school. This step helped the writer to compile the supporting data as literary resources.

After literary study the writer was ready to gather the data. Generally there were six steps to gather the data, they were preparing the question, looking for the school, selecting the subject, individual interview, sending the questionnaire to the parents' house, analyzing the result of interview and questionnaire, and concluding the result. The writer prepared three part of questions. The part one was used to select the school, part two for the parent's identity and the third was to gather the data. The selected schools were the schools that filled in the certain criteria and selected parent were parents whose child in the second year of kindergarten. Selection of schools and parents' identity was based on the interview list made by the writer (see Appendix 1 and 2). Interview and questionnaire list were used to keep the writer on track with the focus of this study.

The data was gathered by interviewing the subject individually and sending the questionnaire to the subject. The first was interviewing about parents' identity. Second was parent's perception toward English learning in bilingual education. Questionnaires were sending to the career mother and father through the school.

### **3.6 Data Analysis**

Reflecting on the problem statement of this study, research data analysis was needed in order to answer the problem that was stated in this study related to the objective of the study that was to investigate parent's perception toward English learning in bilingual kindergarten. The data were analyzed both quantitative and qualitatively. Quantitative was for percentage questionnaire conclusion. Qualitative was for the result of interview and open-ended questionnaire.

#### **3.6.1 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 (Miles and Huberman, 1994). The data has to be organized and somehow meaningfully reduced or configured. Data also had to be transformed so they could be made intelligible in terms of the problems being stated. In this study, after the writer conducted interview to the subject, researcher chose the data according to the focus in this study. The data was reduced and selected based on the problems raised in this study. The data was processed in term of aspects of the assembled data that should be emphasized, minimized, or set aside completely for the purposes of the study.

### **3.6.2 Data Display**

Data display was a step beyond data reduction to provide organized, compressed assembly information that permits conclusion drawing (Miles and Huberman, 1994). A data display could be an extended piece of text or a diagram; chart or matrix that provided a new way of arranging and thinking about the more textually embedded data. Data display could be helpful in identifying data obtained. At this stage the data were reduced and separated according to the objectives of the research problem. Grouped data were separated and quantified in terms of the percentage. Here the writer put criteria for the percentages, 0-30% was bad, 30%-60% was enough, 60%-80% was good, and 80%-100% was very good. This percentage was used to read and conclude the data from the questionnaire.

### **3.6.3 Drawing Conclusion**

“Conclusion drawing involves stepping back to consider what the analyzed data mean to assess their implementations for the question” (Miles and Huberman, 1994). After gathered the data, the writer conducted data reduction and data display, the writer draw the conclusions from the data that processed. Conclusions that emerged were in the form of a parent’s perception that were, parents outputs (evaluation, memory, and impression), opinion on bilingual schools and the main reason why parents send their children to learn English in bilingual kindergarten.