

CHAPTER III

METHODOLOGY

This chapter was present the research design, research subject, instrument, data collection, and data analysis. Each of them would be discussed separately in the following section.

3.1. Research design

The writer carried out this research to know Kindergarten teachers' beliefs about teaching English at kindergarten. The method of the study is descriptive qualitative. Sandelowski (2000) stated that the qualitative descriptive study is method of choice when straight descriptions of phenomena are desired such study is specially usefull researchers wanting to know who, what, and where of events. (p.339).

The data for the study was collected from Kindergarten English teachers in Gresik. The main aim of this study was to find out the beliefs of English teachers which is affects in their teaching. The aims of the study, as stated in Chapter One, are to discover to know the kindergarten teachers' beliefs about EFL teaching and to know how these beliefs influence in their way of teaching .

3.2 Research subject

Subject in this study are three English teachers in kindergarten. In this research the researcher were selected subjects on the basis of their teaching experience, sex, type of lessons taught, and educational background. The following are the personal information on each subject : Teacher A was female,

25 years old. She had a bachelor's degree and had been teaching English for 3 years. At the time of the observation, She often use game to deliver the material. Teacher B was female, 24 years old. She had a bachelor's degree and had been teaching English for 2 years. At the time of the observation, she was teaching English by doing exercise or practice in the book. Besides that she like introduce English Language through song. Teacher C was female, 21 years old. She still six grade of university and had been teaching English for 3 years. At the time of the observation, she like conduct drilling to students.

3.3 Research instrument

In this study, the research instrument is researcher her self as the key instrument. She would conducted interview and observation with teacher related to belief of their teaching especially in English subject that influenced of the way in their teaching which is equipped with interview guide, and observation form.

3.4 Data collection

Huda (1999:37) said that "qualitative research frequently associated with the technique of analyzing data and writing research report". Qualitative research is not a methodology but system of thinking and a approach to data collection (clement, n.d).

In collecting the data, the researcher will use some techniques, interview and observation.

- a. Interview

According to John W. best (1981), Interview is a sense, an oral questionnaire. Instead of writing the response, the subject of interviewer gives the needed information verbally in face to face relationship. (p.164)

The interview is directed to kindergarten teachers and will conduct once to every subject. According to Arikunto (1993), actually there are two kinds of interview guide, those are unstructured interview and structured interview. Unstructured interview is interview guide that only contains an outline of what will be asked. Here, the creativity of interview is needed because the answer of respondent in interview depends on the interview' question. A semi-structured interview will be constructed and used to examine and probe teachers' beliefs about teaching English. The writer choose this type because she would feel free to make questions and improve the questions. The interview will develop after an initial review of the literature, and informal talk with teachers. Most of the interviews maybe necessary is about 15 - 20 minutes. The interviews are semi-structured and take place in each teacher's classroom at a time convenient for the teacher. Since the purpose of the interview is to know the teachers' belief which is affects in their teaching, the role of teacher, and the way of teaching English. (see appendix 1).

b. Observation

In this study the researcher also used an observation to know the process of teaching and learning in the classroom, their belief in teaching activities including in pre-activities, whilst and pos-activities(See appendix 2). The researcher would conducted two times observations for every

subject in her study to collect enough data to answer the problem statement. Researcher could add the time to observation until the data could answer all of the questions in problem statement and the result from all of the observations was consistent and accurate.

Ary et al (2002:431) stated that “the most common of recording the data collection during observation is field note”. The researcher will use field note to help her know about activities and the way kindergarten teachers in teaching English that influenced of their beliefs.

3.5 Data analysis

According to Fraenkel and Wallen (2006:434) data analysis is analyzing the data in qualitative study essentially involves analyzing and synthesizing the information, the researcher obtain from various sources(e.g., observation, interviews, documents) into a coherent description of what he or she has observed or otherwise discovered.

Miles and Huberman (1994:10) state that “in qualitative, there are three concurrent flow activity that should be analysis, data reduction, data display, and conclusion drawing / verification.”

3.5.1 Data reduction

Data reduction refers to process of selecting, focusing, simplifying, abstracting and transforming the data appear in written up field notes or transcriptions. This activity is done to reduce the data, only the data that relating to the formulated problems will be taken. By data reduction, qualitative data could

be reduced and transformed in many ways; through selection, through summary or through paraphrase, being subsumed in a larger pattern, and so on. Then the writer classified the data according to the topic of each utterance and analyzed the data accurately. Here, the researcher focused on teaching English at Kindergarten but only for implementation that contents of pre teaching, whilst, and post teaching which are as a reflection of their belief that influenced in the way of their teaching. The researcher would recorded the overall process of teaching but ignoring the preparation and evaluation.

3.5.2 Data display

The second major flow analysis activity is data display. It means organizing the data with the purpose of making conclusion and determining the following activities. In this step, the writer presents the data according to the topics then the writer analyzes . Based on the previous focus or the formulated problem then connects the data and some presented theories. Looking at displays helps us to understand what is happening and to do something, either analyze further or take action based on that understanding. The researcher found the differentiation about the answer from the teachers after conducting interview and observation then the researcher would present the data according to the teaching English for young learners in Kindergarten.

3.5.3 Conclusion drawing / verification

The third of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what

things mean, is noting regularities, patterns, explanations, possible configuration, causal flows and prepositions. It is an essential procedure to analyze the data. This is connected to the activity of examining the validity of the data by conducting triangulation to different data sources in this study. Triangulation will be done in two ways, crossing and checking the data by relying the material to the theories related and consults to the experts who master in the field. The researcher find out the differentiation answer from the teachers after conducting interview and observation then analyzed the data.