

CHAPTER III

RESEARCH METHOD

This chapter discussed the research methodology used in the study. It covered research design, subject of the study , data collection , and data analysis.

3.1 Research Design

Research design used in this study was a qualitative research method which described the detail of situation and condition in the classroom. According Abawi (2008) descriptive research was a process of building a complex of the phenomenon of interest, conducted in a natural setting. Other type of research, Qualitative research was inquiry aimed at describing and clarifying human experience as it appeared in people's lives (Polkinghorne, 2005). Those two theories strengthen the reason why this study can be categorized as descriptive qualitative research.

This aim of this study was to generate and describe the way teachers implement grammar teaching at Elementary Schools, the problems that faced by the teachers in teaching grammar to young learners, and the way how the teachers solve the problems.

It was the study in which the writer needed to collect and generate the data to get a conclusion. It did not deal with numeric data or variable and its relationship. In this study, it described a linguistic phenomenon which were usually used by complain on response .

3.2 Subject of the Study

The subjects of this study were the teachers of elementary schools. The writer would take three teachers as the subjects. The writer had selected the subjects but before selecting the subjects, the writer spreaded open-ended questionnaires for sixteen teachers in five elementary schools in Gresik and the writer will select three teachers who fulfill the teachers' criterias based on the result of open-ended questionnaire (*see appendix I*). The subjects were selected based on the following criterias :

1. the teachers should graduate S-1 from English department,
2. the teachers should have teaching experience minimal six years, and
3. the teachers should have teaching English grammar experience minimal five years.

3.3 Data Collection

Data collection was the gathering of information to answer the research question. Data may be collected from a variety of sources. Using more than one source will increase the credibility of any conclusions (Midwest Brain and Learning Institute Friday, June 25, 2004).

Collecting the data had some steps: the first step, the writer asked permission to the headmaster to allow observation in the school. The second step, the writer spreaded open-ended questionnaire for sixteen teachers in five schools to select the subjects based on the criterias of the study. The third step, the writer observed the class when the teachers implemented grammar teaching for the students in three times. The fourth step, the writer interviewed the teachers after

observing based on the interview guides and the writer would interview one time after all observations had done.

This study basically used two procedures: The data were collected by observing the activities in the classroom and interviewing the teachers.

3.3.1 Observation

Observation was conducted to gain information, observation focused on the way used by the teachers in implementation of English grammar teaching to young learners, included: pre-teaching about English grammar, whilst-teaching about English grammar, and post teaching about English grammar, the activities the teachers and the students did in teaching and learning English grammar. The observation appeared in teaching and learning English grammar is recorded. The teaching and learning activities, which were observed and recorded by tape recorder to get the detail of teaching and learning activities in the classroom (see appendix II). The writer would observe the classrooms three times in every schools.

3.3.2 Interview

Interview was conducted to gain information about the teachers' way in teaching English grammar to young learners. The interview consisted of several questions related to the way teaching, such as: pre-teaching about English grammar, whilst-teaching about English grammar, and post teaching about English grammar, obstacles which occurred in the process of teaching, and the solution given by the teachers in solving the problem. The interview was done

after the class observations has been conducted. The type of interview used was in depth interview (see appendix III). The writer would interview the teachers one time after all observations the class had done.

3.4 Data Analysis

In this study, the data were obtained from the teaching learning process in the classroom. The writer described the data of the classroom interaction when the teacher applies grammar teaching whether the objectives of the study successfully achieved or not. The writer also used constant comparative method- grounded theory, it was part of the methodology developed by Glaser and Strauss (1967) for building grounded theories from collecting and analysing empirical data. Glaser (1969) suggested the 'Constant Comparative Method' as a procedure for interpreting empirical material. The constant comparative method was a method for analyzing data in order to develop a grounded theory. Glaser and Strauss (1967) suggested that when used to generate theory, the comparative analytical method they describe can be applied to social units of any size. It basically consisted of four stages: '(1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory.

In qualitative analysis there were three concurrent flows of activities: data reduction, data display and conclusion drawing / verification (Miles and Huberman, 1994 in Nazilah, 2006) In this study, the data were collected through the following steps:

3.4.1 Data Reduction

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. The first data reduction was from recording. The writer replied the record and would be transcribed. The second data reduction was observation related with the way teacher activities and also the students' activities. The writer would record and give some notes what happens during the teaching learning process, that were verbal accounts of the teachers' way in teaching English grammar, such as: in pre-teaching English grammar included: brain storming and draw lesson opening about grammar topic, in whislt-teaching English grammar included: Explanation, using media to teach grammar, asking or giving question, tasking, and correcting students' grammatical errors, in post teaching English grammar includes: review and summarizing grammatical topic. The third data reduction was the data from dept interview with the teacher to analyze the observation.

3.4.2 Data Display

Data display was an organized, compressed assembly of information that permits conclusion, drawing and action. The first data display was from recording observation. The second data display was observation. The writer would display the transcribed about category and verbal account of observation, such as: pre-teaching about English grammar, whislt-teaching about English grammar, and post teaching about English grammar in appendix. The purpose of the observations was to display the activities in the classroom. The third data display

was from depth interview with the teacher and the writer transcribes it to make the reader to be understood easily. The writer would display the transcription of the interview in *appendix III*.

3.4.3 Conclusion Drawing

The last was conclusion drawing. The first conclusion was from recording observation. The writer summarized about the record. The second conclusion was observation that the writer uses to analyze the data. The purpose was to make the readers know how the teachers implement English grammar teaching at elementary schools. The writer tried to compare her research finding with the previous studies. The third conclusion was from dept interview with the teachers.

Data analysis was done after all the data, which consisted of observation and interview have been gained. In analyzing the data, the data both from observation and interview were the commonalities from the subjects in teaching English grammar at elementary schools. These were divided based on the research questions such as the teachers' way in implementing English grammar teaching to young learners (included pre-teaching of English grammar, whisl-t-teaching of English grammar, and post teaching of English grammar), the teachers' problems when they teach English grammar, and the teachers' solutions to solve the problems.