

CHAPTER III

RESEARCH DESIGN

This chapter explained the methodology of the study. It covered the research design, data preparation, data collecting technique, data analysis, and trustworthiness.

3.1. Research Design

In this study, the researcher used a qualitative method for collecting the data. Creswell (2014, p. 32) explained that qualitative research uses approaches to explore the phenomena to be studied relating to social or human problems. The use of qualitative research in this study is to find out and identify the teaching strategies that English teacher used to teach young learners. The research procedures conducted by interviewed the English teachers as the participants and observed the learning activity.

The type of this research was descriptive qualitative research that focused on teaching strategies in teaching English to young learners. According to Sandelowski (2000) Qualitative descriptive designs are typically an eclectic but reasonable and well-considered combination of sampling, and data collection, analysis, and re-presentational techniques. This means that descriptive qualitative is a method of collecting data that requires rational and consideration in data collection, data processing and data presentation. Therefore, this research focused on analyzing the

teaching strategies that English teacher used for the students at a private elementary school in Yogyakarta.

3.2. Data Preparation

There were some points in this data preparation. These were setting and participants of research, types of data, sources of data, research instrument and informed consent.

3.2.1. Setting and Participants of the Research

The research was carried out in a private elementary school in Yogyakarta which was located Jl. Seturan 15, Catur Tunggal, Depok, Sleman, Yogyakarta.

In this research, the researcher chooses 1 English teacher from a private elementary school in Yogyakarta. These 1 participant are the teachers who teach English subject class 1 and 2 because in class 1 and 2 who has an average age of 7-9 years, has a high enthusiasm to learn something new but still need the expertise to handle them. This study focus on analyzing teaching strategies in teaching English for EFL young learners.

3.2.2. Sources of Data

The data of this study gained from observation, interview, and documentation. The first researcher observed the teaching-learning activity in the classroom. The researcher also interviewed two teachers as participants appropriate with the interview question of the study. Besides, the documentation of the teacher's lesson plan was also another source of data that was used in this study.

3.2.3. Informed Consent

The thing to do before collecting data was to ask permission from the respondents involved in this research. That was useful for politeness, protecting the privacy and confidentiality of their individuals. The researcher needs to inform participants about the purpose of the study, the time required, the benefits to the participants and other aspects needed.

3.3. Data Collecting Technique

The data of this study were collected by conducting observation, interview, and documentation.

Data collection begins with observation because the researcher wants to know the state of the class in advance and how the teacher teaches, so that when the interview is conducted the researcher already has a view that becomes a reference during the interview and continues with document analysis.



3.3.1. Observation

In this study, the researcher also used observation as another technique of collecting the data. Creswell (2012, p. 213) defined that observation was the process of gathering endless information directly by observing people and places at the research locations. It means that observation conducted by following some steps required, such as select a site to be observed, identify the place, time, and the respondents to be observed, conduct multiple observations, consider what information will be observed, etc. Through those steps, the researcher could easily gather in-depth information by considering several aspects related to the research problem.

In this study, the researcher observed the teaching-learning activities to find out what teaching strategies teachers used. The observation conducted by coming directly to the classroom twice and participating in teaching and learning activities in which the duration of each meeting was 90 minutes, then taking videos of teaching and learning activities using the camera.

3.3.2. Interview

In this study, the researcher used one-on-one interviews with the aim that participants could share their perspectives comfortably in responding to questions raised by the researcher. Interview data would be collected by using mobile phone recordings, notes, and transcripts. Then, the data would be analyzed to answer the research questions.

Table 3-1 Matrix of interview question

Teaching Strategies	Components	Interview Question
Teaching strategy is a complex educational behavior of a teacher in using methods, techniques, tools, discipline, and communications to achieve goals and /or objectives. Shinn (1997)	A. Educational Behavior	1. Would you tell me about ideal teacher behavior when teaching in the classroom?
	B. Methods	2. Please tell me about the teaching method do you usually used in the learning process? 3. Please tell me about teaching activities that support your teaching methods?
	C. Techniques	4. What kind of teaching techniques do you usually use to teach? 5. How do you implement those techniques while teaching and learning activity?
	D. Tools	6. What kind of tools or equipment do you use in teaching the class? 7. How do you use tools or equipment while teaching the class?
	E. Discipline	8. How can you make students become disciplined in school?
	F. Communications	9. How do you make good communication between you and your students?
	G. Goals	10. What is your opinion about teaching strategies to support your students in achieving educational

		goals?
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3.3.3. Document

The document was another data that would be collected in this study. Data collection from documents was needed for the researcher to support getting more information related to this research. The researcher will analyze the document such as pictures, media, materials, assignment templates, etc.

3.4. Data Analysis Technique

In analyzing qualitative data, the researcher use thematic analysis. Braun & Clarke (2012) Thematic analysis is a method for systematically identifying, organizing, and offering insight into, patterns of meaning across a dataset. This means that there were several steps that the researcher must consider to found accurate research results. These steps included preparing and organizing data, data reduction, data display, and drawing conclusions. Furthermore, the data would be analyzed continuously until it was finished and could be justified.

3.4.1. Data Reduction

Miles & Huberman (1994) stated that reducing data means to select the essential information needed that focus on the problem of the study. Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming

the data that appear in written-up field notes or transcriptions. It means that the researcher needs to reduce some of the less relevant data to make it easier to organize the information obtained from transcripts or field notes. Conducting the overall stages in data reduction would help the researcher decided the appropriate information related to the research question.

In this study, the researcher focused on information related to teaching strategies employed by English teachers for young learners.

3.4.2. Data Display

Miles & Huberman (1994) stated that the next step after reducing data is displaying the data. A display is an organized, compressed assembly of information that permits conclusion drawing and action. This means that data was displayed when all stages in reducing data were completed, then displays it using narrative text, graphics, charts, matrices, and networks.

In this study, the data presented used narrative text, tables, and figures as the form of data display.

3.4.3. Conclusion Drawing and Verification

The final step in analyzing qualitative data was to draw conclusions and verified the data. In this step, the researcher needs to gather strong evidence to

support the data. Data was concluded after reducing and displaying data. In this study, conclusions were made based on research findings and discussion.

3.5. Trustworthiness of Data

Graneheim and Lundman (2004) stated that in qualitative research, the trustworthiness of interpretations deals with establishing arguments for the most probable interpretations. This means that the interpretation of data from research results must be valid and reliable in the building of credibility, conformability, dependability, and transferability.

In order to achieve the trustworthiness of data in this study, the researcher created interview questions based on theories related to this research by consulting expert judgment and copying the results of the interview. Data were processed by providing codes and themes and then selecting data that matched the triangulation criteria. In addition, data from observation and analysis of documents were also analyzed by the same process.

3.5.1 Credibility

Credibility was the first step of checking the validity of the data. Graneheim and Lundman (2004) stated that the credibility of research findings also deals with how well categories and themes cover data, that is, no relevant data have been inadvertently or systematically excluded or irrelevant data included. This means that data obtained from the analysis process must demonstrate the relevance of the

research focus. The credibility of the data in this study was obtained from the triangulation process; observation, interview, and documentation. The triangulation process is used to collect data in more depth. Thus, based on construct theory related to teaching strategies and young learners, this data source is appropriate to be used to collect data. The main source in this study is interviews that use interview transcripts as data types, while observation and document analysis are the second sources used observational field notes.

3.5.2 Transferability

According to Polit and Hungler (1999) as cited in Graneheim and Lundman (2004) described that transferability refers to ‘the extent to which the findings can be transferred to other settings or groups’. This means how far the research findings can be reached and understood to groups of people out there. In this study, the findings are analyzed and explained systematically. Then the consistency of research findings can be used for the English teachers in using teaching strategies that suitable for young learners in the teaching and learning activity.

3.5.3 Dependability

Lincoln and Guba (1985) as cited in Graneheim and Lundman (2004) mentioned that dependability ‘seeks means for taking into account both factors of instability of factors of phenomenal or designed induced changes’, that is, the degree to which data change over time and alterations made in the researcher’s decisions during the analysis process. This means that the consistency of the research finding

obtained during the analysis process must be reliable and related to the research question. In this case, to test the dependability of this research, the researcher conducted consultation related to the entire research process with the supervisor as an expert, other lecturers, and the researcher itself.

3.5.4 Conformability

In qualitative research, conformability is used to check the authenticity and objectivity of research findings. In this study, the researcher asked the supervisor to confirm whether the research was valid and could be trusted to be published and accessed by the wider community. Examining the relevance of research findings to the entire process of conducting research is a way to achieve conformity in this study.

