

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell (2009) “describe qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem”. In this research, the researcher chooses qualitative research to produce the descriptive data, such as utterance or written texts and people behavior that are observed.

The method used in this study is descriptive because it is hoped that this study can describe the implementation of elicitation technique in teaching English for young learner's. Best (1981) Found that "descriptive research involves the description, recording, analysis, and interpretation of existing conditions" (p. 25). This is in line with the objectives of the study which describe and interpret the conditions in this study is the implementation of elicitation technique in teaching English that are applied in the class of EFL young learners.

B. Research Setting

The research was conducted in SD Alam Muhammadiyah Banjarbaru. It is located in Golf Swarga Loka streets, Banjarbaru, Landasan Ulin sub-district, South Kalimantan. The writer is interested in choosing fifth graders

in SD Alam Muhammadiyah Banjarbaru because they started to have more vocabulary better than their lower class and are actively speaking in the class. There are 27 students in one class and only 1 English Teacher. The researcher chooses SD Alam Muhammadiyah Banjarbaru because this study focuses on types and the challenges towards the elicitation technique in teaching English for young learners.

C. Participants

Participants of this study were one of the English teacher and one class of five graders in SD Alam Muhammadiyah Banjarbaru. The teacher in this class was chosen because it is appropriate with the object of this study which was focused on the implementation of elicitation techniques in teaching English for young learners which are consisting of the types of elicitation techniques and also the challenges faced by the teacher to use it. The class was chosen based on the researcher's observation because it was assumed that the students of the class were active during the teaching and learning processes that have been conducted so far.

D. Data

1. Data

The data needed are the types of elicitation technique used by the teacher, the learning material, and the learning process in the classroom.

2. Source Data

The research data was collected from the following sources:

Informant: the English teacher and the students of 5th grade.

Documents: All important written reports are available needed in this study.

E. Technique of Data Collection

There were three kinds of data collection methods used by the researcher namely, observation checklist, interview and documentation. In this research, the observation was conducted to observe classroom interaction. Moreover, the interview was aimed to seek information about elicitation techniques based on observation findings. And documentation is used to obtain documents which is related with this research. The instruments used in the research were observation checklist, interview and documentation. Each instrument of the data collection is described below:

1. Observational Checklist

In this research, the researcher observed the learning process was taught by the teacher. The researcher used the observation checklist to make it more systematic. Adapted from student teacher observation checklist by Cox (2018), it consisted of students' and teachers' observation checklist. In filling the observation checklist, the researcher used mark “√” to collect the data also give the detail description in the results.

The researcher was joined in the teaching-learning process by using the Google Meet application. The observation checklist is purposed to

observe the classroom interaction using elicitation technique by the teacher. This observation was done during five meetings. The first observation did on December 7th 2020, the second observation did on January 27th 2021, third observation did on February 1st 2021, fourth observation did on February 3rd 2021 and the last observation did on 4th February 2021. The student's observation checklist was written in appendix II.

2. Interview

According to Creswell (2009), "Usually open-ended questions are asked during interviews in hopes of obtaining impartial answers, while closed-ended questions may force participants to answer in a particular way". The Interview was a closed-ended and open-ended question.

The interview is purposed to find the arguments and the real information about the teacher's elicitation in learning process. Interviews can be conducted face-to-face or over the telephone. The interview conducted online via telephone and the result was written. This research can't conduct meetings and face-to-face directly because in this Pandemic era (Covid 19) make everyone have to stay at home and keep a distance from anyone. The interview transcribed as written in appendix IV.

3. Documentation

According to Sukardi (2003), "Documentation is a way to get data from respondents". Documentation is very important an important part of

conducting research. The important data including school data and student data.

The researcher need to know the documentation of the teaching-learning process in English subjects, the number of students, and other documents at SD Alam Muhammadiyah Banjarbaru. In this study, the documentation is purposed to obtain research evidence by pictures of screenshot and get information of the teaching and learning process recorded using an audio recorder. So, the researcher used the data of the teacher and students, students' material, pictures, and audio recorder as documentation of the research. The documentation of the research in Appendix VI.

F. Data Analysis

According to Miles & Huberman (2014), "Data analysis can be define as consisting as three current flows of activity that is data condensation, data display, and conclusion drawing/verification". So, there are three steps to do, as follows:

a. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data which has been collected. Condensation makes data stronger. It is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way

that final conclusions can be drawn and verified (Miles & Huberman, 2014).

In this research, after collecting the data with observation checklist and interviews to make data simpler, the researcher selecting and identify the important data refer to the formulation of the research problem then discard unrelated and unimportant data. The researcher just focuses on data about the implementation of elicitation techniques in teaching English for young learners at SD Alam Muhammadiyah Banjarbaru. Thus, the data that has been condensed provide a clearer description.

2. Data Display

After data condensation, the next step is data display. A *display* is the assembly of information that has been organized and compressed to allow conclusion drawing and action (Miles & Huberman, 2014).

In this steps, the researcher displays the important data or information have been organized and compressed based on data condensation. The first data from the observation checklist was presented in tables form to know the types of elicitation techniques used by the teacher which the theory was from Doff (1988) also the challenges for the teacher to use the elicitation technique which the theory was from Case (2009). The next data from the interview was presented in text form or narrative text in order to be easier to understand.

3. Drawing and Verification Conclusion

According to Miles & Huberman (2014), “The last step in the analysis of qualitative data is drawing conclusion and verification”. After doing the observation and interview about the teacher’s elicitation technique, the researcher obtaining the clear information and the researcher drew the conclusion or verification of the result. Finally, the researcher finds out the answers of the research questions.