

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this research, the researcher uses a qualitative approach. It means that the research focuses on the phenomenon experienced by research subjects like perception, action, motivation, etc., in a special context happens naturally, which is then described in the forms of words and language. This study belongs to descriptive research and it is classified into naturalistic research. According to William (1989, p. 66) is inquiry conducted in natural setting (in field of interests, not in laboratories), using natural methods (observation, interviewing, thinking, reading, and writing) in natural interests in what by people who have natural interests in what they are studying (practitioners such as teachers, counselors, and administrators as well as researcher & evaluators).

Qualitative research is to explain a phenomenon in depth. Therefore, this research captured all the phenomena during the teaching learning process of English for young learners that implemented the theories of teaching English for young learners in the class. In addition, the data was collected in the form of words and the result also in the form of words. Creswell (1994, p. 65) defined that the researcher develops a complex, holistic picture, investigate words or documents, report the information in detail, and conduct the research in a real situation. Therefore, the researcher tries to find out the implementation of teaching theories based on Piaget, Vygotsky, and Burner in English for

young learners of teachers in at MI Muhammadiyah 3 Al-Furqan Banjarmasin and MIS Islam Arrahmatul Abadiyah Banjarmasin.

## **B. Research Setting**

The research was conducted at MI Muhammadiyah 3 Al-Furqan Banjarmasin, located on Jl. Sultan Adam Komplek Kadar Permai II Rt.17 and MI Islam Arrahmatul Abadiyah, located on Jl. Alalak Selatan RT. 16 Komp. Dasa Maya II Banjarmasin. This research was conducted observation for 5 weeks to see into the application of Piaget Vygotsky and Brunner theories in learning and conduct interviews with teachers to increase teacher information about Piaget, Vygostky and Brunner theory. The researcher chose MI Muhammadiyah 3 Al-Furqan and Islamic MI Arrahmatul Abadiyah because according to the Ministry of Education and Culture 2017 these two schools have A accreditation in Banjarmasin. This aspect of the study means that the researcher wants to know how the teacher applies the Piaget, Vygotsky and Brunner theories in teaching English for young learners.

## **C. Subject**

In this research, the subjects are a teacher at MI Muhammadiyah 3 Al-Furqan Banjarmasin and a teacher from MI Islam Arrahmatul Abadiyah Banjarmasin. Based on the observation that beforehand have had been done before the research conducted. From the observation, the researcher found two teachers who are willingly being observed while teaching in the third grade.

## **D. Data**

Data is divided into two types based on its origin of acquisition; they are primary data and secondary data. Primary data is data obtained and collected from the first resource, while secondary data is data obtained and collected not from the first resource, but it's from the second resource, the third, and so on. Therefore, the data which has the highest level of authenticity is the primary data, not secondary data.

Data in this research will be obtained from conducting interview with the participants (teachers at MI Muhammadiyah 3 Al-Furqan Banjarmasin and MI Islam Arrahmatul Abadiyah Banjarmasin) which is supported by some questions related the teaching English for young learners theories and documentation as follows the teaching practice in the class.

## **E. Technique of Data Collection**

### **1. Observation**

In this research, the researcher used observation to find out data on “the implementation of Piaget, Vygotsky and Brunner theories in teaching English for young learners at MI Muhammadiyah 3 Al-Furqan and MI Islam Arrahmatul Abadiyah”. Sutrisno Hadi (1986, p. 1) said that observation is research instruments which there are some complex activities in the process; they are biological and psychological activities. Two most important things during the observation are the process of observing and remembering. Technique of data collection using observation is needed when the object of the research is like human

behavior, work process, natural phenomena, and the observed respondent is not too broad.

Based on the explanation above, the object of the research in the process of observation is the implementation of teaching English for young learners based on the teaching theories of Piaget, Vygotsky, and Bruner. The researcher conducted observations in the third grade on 20 September until 08 November, 2019. The researcher enters the classroom, sits in the back class, and doesn't interact with either teacher or the students.

Then, the researcher categorize the quality of the implementation of Piaget, Vygotsky and Bruner theories in teaching English for young learners on the table 3.1.

<b>Table 3.1 Categorize of Implementation of Piaget, Vygotsky and Bruner Theories in Teaching English for Young Learners.</b>			
<b>Aspects</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Piaget			
Vygotsky			
Bruner			

Based on the categories from the table above is:

Good : 3

Fair : 1- 2

Poor : 0

## 2. Interview

Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Creswell classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But, it can be conducted face to face or through via electronic.

Based on the discussion above, this interview conducted for two days on 20<sup>th</sup> September and 10<sup>th</sup> October 2019 and the researcher uses one by one interview. One by one interview is data collection process in which the researcher asks questions and records answers from two participants. The researcher conducted interview to the teacher before do observation. The researcher prepares several question research relate to the implementation of teaching theories for teaching English for young learners based on the theories of Piaget, Vygotsky, and Burnner.

### **F. Data Analysis**

After collecting the data, the researcher analyzes the data. Wiersma (1991, p. 85) stated “Data analysis in qualitative research is a process of categorization, description, and synthesis. Data reduction is necessary for the description and interpretation of the phenomenon under study”. In short, data analysis is systematically process to analyze data which have been collected. To analyze the data, the researcher uses descriptive qualitative to analyze data.

According to Sugiyono (2008, p. 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing/verification. Based on those statements, the researcher divides the activity in analyzing data into three activities; they are data reduction, data display, and conclusion drawing.

### 1. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher got much data. Hence, the researcher must select data that gave valuable information in research. Thus, at first the researcher had to do reduction to analyze the data.

Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying the theories that used by teachers in teaching English to Young Learners at the two school. Then the researcher was selecting unnecessary data from class observation and interview. After that, classifying and coding the data needed to answer the research question.

### 2. Data Display

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. Sugiyono (2008, p. 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher made

table of categories from each theories, then arranges the data in good sequence of narrative text in order to be easier to understand.

### 3. Drawing conclusion

For the last process is conclusion and verification. In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher doesn't discover strong evidence to support the next collecting data. However, if the conclusion in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research, the researcher makes conclusion from the data display.

In short, the steps in analyzing the data are: (1) the researcher collects the data through interview and observation. Then, the researcher selects, identify, and focuses on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusion is drawn.

In this step, the researcher draw the conclusion from the data that already displayed and explained with tables and narration in short and simple paragraph of how the implementation of Piaget, Vygotsky and Brunner Theories in Teaching English for Young Learners.