

## CHAPTER III

### RESEARCH METHOD

This chapter discusses the research method. It covers the discussion of the research design, research setting, subject and object, data, the technique of collecting data, and data analysis.

#### A. Research design

The research design of this study used to achieve the result is qualitative approach. According to Creswell (2014), qualitative research is an approach that can probe and interpret the meaning of response from individuals or groups concerning a social or human problem (p.4). thus, qualitative research is suitable for this research because the researcher wants to get the deep understanding from the findings related to the research questions.

In addition that, the researcher is facilitated in analyzing and interpreting the data by using descriptive method as it is said by Mardalis (2003) that the descriptive method is method which has to record, describe, and interpret the conditions that empirically exist (p.26)

This research used a qualitative method that is descriptive qualitative research. Qualitative research is suitable to be used in this research because the Researcher wants to describe how the English teacher carries out the process of teaching principles for EYL and by using this method, the researcher also wants to describe the challenges that the teacher faced in the class and the different challenges between public and private schools.

#### B. Research Setting

The research took place at some Elementary schools in Central Kalimantan. The researcher would research at four schools. The researcher chosen 2 schools from public primary school they are SDN 3 MB Hulu and SDN 2 Sawahan and another one from private

primary school they are SDI Baiturrahim and SDI Arafah. This place is chosen because the teachers of these schools have good quality in teaching young learners, another reason is the researcher wants to know the difference between public primary school and private primary school in teaching English to young learners. So, the researcher wanted to know the main problem of these situations

#### C. Participants

The participants of this research were English Teacher that teach young learners. Therefore, the researcher chosen 4 English Teachers as participants in this research. 2 English teachers from public schools, these are SDN 2 Sawahan and SDN 3 MB Hulu. Then, 2 English teachers from private schools, these are SDI Arafah and SDI Baiturrahim. The students of elementary schools are 7-12 years old and the participants teach the all of the classes.

#### D. Technique of Data Collection

In this research the data is collected by using qualitative data. The qualitative data describes the condition, situations, responses of the teacher during teaching English for young learners. In this qualitative data the researcher used interview.

- Interview

According to Ary et al. (2010), interview is an instrument used to gather data from the participants about their opinions, beliefs, and feelings about situations. In their own words (p.38). In addition, Cohen, Manion, & Morrison (2007) state that interview is a best understood instrument in terms of a theory of motivation which recognize a range of non-rational factors regarding human behavior such as emotions, unconscious needs and interpersonal influence (p.350).

Thus, this instrument could give a chance for the researcher to ask more detailed information.

The researcher conducted open interview with the participants where the researcher not only ask questions in general but also in detailed and specific information. This interview helped the researcher to obtain the data for answering the research questions.

Researchers conducted interviews with the English teacher face to face. Researchers make meetings in their respective schools. Researchers conducted interviews with each teacher on different days. The researcher gave several questions according to the research question. Here the researcher is not only fixated on the questions provided but the questions will expand and develop according to the answers given by the participants.

In this technique, the writer made communication and interview with some English teachers at the school. The researcher interviewed the teacher directly about the challenges that they faced in the class during the learning activity, how the teachers carry out the principles of teaching English to young learners and the different challenges between public and private schools. The interview is a purposeful conversation usually between 3-4 people that is directed by one order to get information.

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. Therefore, the data which has the highest level of authenticity is the primary data, not secondary. (Andi Prastowo, 2016: p. 204-205).

In this research, the primary data is how the teacher carry out the teaching principle to young learners and the different challenges between private and public schools. while the secondary data is the teacher perception about the challenges in teaching English to young learners.

#### E. Data Analysis

In analyzing the data. As the researcher used descriptive qualitative research, it leads the researcher to collect the data analyze it, arrange it and then present it by describing what the researcher had discovered. In this qualitative method, the researcher did not use any statistic procedures. The researcher wiuld describe the data obtained in qualitative way.

Regarding to this qualitative research, the researcher used data analysis based on the theory framework of Miles and Huberman (1994, p. 10), they said that we define analysis as consisting of three concurrent flows of activity; data reduction, data display, and conclusion drawing/verification.

##### 1. Data Reduction

According to Miles & Huberman (1994) Data reduction is refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions (p.10). in data reduction step, the researcher selects the important data from amounts of raw data collected in interview to determine what the data mean.

The data that the researcher reduced was data from the interview. The researcher did data reduction to find out the exact answer from the questions based

on the theory from expert. After getting the selected findings for the questions of this research the researcher written the findings in terms of their explanation. The researcher divided the data based on each need. Supposedly, the data can be used to answer the teacher's perception, how they carried out the teaching principles in the classroom and the different challenges between private and public schools.

After reducing the data, the researcher did the next step of this method theory which was data display for an analysis of the research.

## 2. Data display

In Miles and Huberman (1994), data display is the second component of qualitative data analysis (p. 11). Miles and Huberman (1994) state that data display is a set of information which has been organized and classified based on data reduction which leads to conclusion drawing and verifications. (p. 11). Data display is to provide organize and managed information in data collection that allows conclusion drawing. Since most frequently qualitative data are displayed as narrative text, which tends to overload people's information processing capabilities, the researcher considers about necessary and important information based on his understanding.

The researcher displayed the reduced data from the interview. In displaying data of interview, the researcher displayed it in the form of table to validate qualitative analysis (Miles & Huberman, 1991, p. 11). While displaying the data of interview, the researcher displayed it in the form of written data that has been reduced. These ways aimed to make an easier analysis for the researcher in

analyzing the data display, the data became the analyzed data that led to conclusion drawing and verification.

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. At this stage, the researcher presents the data that already exists. The researcher presents interviews into narrative form.

### 3. Conclusion Drawing /Verifications

Miles and Huberman describe that the third type of data analysis activity as drawing and verifying conclusion. Conclusion drawing is about stepping back to think about what analyzed data mean and to evaluate their implications for the research questions, while verification in this research is about revisiting to the data obtained and verifying them by collecting others data to make sure that the results are through and elaborate.

After the process of data display, the researcher summed up the analyzed data. The first step was that the researcher drew conclusion for each finding from the data were obtained from the interview. Second, the researcher drew conclusion that represents all the findings for answering the questions of this research but the conclusion appearing is still tentative. After that, the researcher revisited the interview data that had been collected and verified the tentative conclusion. To verify the conclusion, the researcher followed up incomplete data to get in-depth information in order to get final conclusion. After that, the researcher tested the meanings from the conclusion as stated by Miles and Huberman (1994) that the meanings emerging from the data have to be tested for their plausibility, their

sturdiness, and their 'confirmability' "which is their validity" (p. 11). Last, the researcher made the final conclusion to answer the first the research questions using descriptive qualitative method. To answer the second and third research questions, the researcher also did the same way as the first question.