

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study employed descriptive qualitative methods that are all about exploring problems, understanding phenomena and answering questions (Airasian, Mills, & Gray. 2006). The method used in this study is descriptive because it is hoped that this study can describe the phenomenon of analysis towards using opinion gap activity in teaching English. In addition, qualitative research is a way of looking at phenomena as social constructs through the discovery of meaning by increasing researchers' understanding of the whole and exploring the richness, depth, and complexity of phenomena Neill, (2006).

Best (1981) states that "descriptive research involves the description, recording, analysis, and interpretation of existing conditions". This is in line with the objectives of the study which describe and interpret the conditions in this study is an the use opinion gap activity that are applied in the class of EFL young learners. Considering the research objectives, a qualitative research approach is considered suitable because it describe naturally occurring phenomena without experimental manipulation.

B. Research Setting

The Research setting is related and the time of research. The research takes place in SD Alam Muhammadiyah Banjarmasin. It's located in Golf Swargaloka street, Landasan ulin sub-district, Banjarbaru South Kalimantan. The writer is intersted in Choosing fifth grade in SD Alam Muhammadiyah Banjarbaru because they start to have more Vocabulary betterthan their lower class and are actively speaking in the class. They are 20 students in the class and only 1 english teacher.

C. Subject and Object of the Research

1. Subject of Research

The subject of the research is the English teacher and 20 students fifth grade in SD Alam Muhammadiyah Banjarbaru.

2. Object of the research

The object of this study is to focus on the implementation Opinian-gap activity learning English in young learners.

D. Data and Source Data

1. Data

The data needed is teaching English For Young Learners

2. Source Data

To obtain the data, the writer used the technique of data collecting as follows :

1. Observation

This technique is used to collage the data by observe directly in this class what is the English teaching activities, class environment and to see the teachers and the students in teaching English at class in SD Alam Muhammadiyah Banjarbaru.

2. Interview

In this technique, the writer make a communication and interview some related person, such as English teacher, and students directly to obtain data that are related to the primary or the secondary data.

3. Documentary

This technique is used to collage the data through all report all reports or documents which gives some information about the opinion gap activity teaching learning process in the classroom such as picture and video.

E. Technique of Data Processing

In this research technique of data analysis utilizes qualitative analysis with steps;

1. Editing

This technique is used to examine all of the collected data to make sure it has been completed or not.

2. Coding

The writer classifies all the data that have been edited before in accordance with their type and by making certain codes on all collecting data.

3. Classifying

Then, edited data is classified into some themes and topics. This will help the writer to answer the research problems systematically.

F. Data Analysis.

After collecting the data, the gained data from observation field notes and interview guidelines were analysed by the researcher. The data analysis is presented in a form of descriptive explanation. There were several steps to analyze and identify the obtained data, as follow:

1. Coding and Data Reduction

Coding was the way developing concepts from the raw data. The most concepts of this technique are read and reread all the data and sort the data by looking for units of meaning, words, phrases, sentences, subjects ways of thinking, behaviour patterns, and events that considered important to display. The code can be named from actual respondents, created names by the researcher which understandable. Coding helped the researcher to compare which data was needed and did not appropriate with theoretical concepts.

Reduce data meant enclose, choose the main data, focus on important data, and look for the theme and the model. The reduction data gave clearly illustration and made easier the researcher to continue collecting the data, and seeking the data if it is needed.

It was the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. In fact, as we saw the figure above, data reduction occurs continuously during the process of conducting qualitative research. It means that the researcher had been reducing the data before, during, and after collecting the data as well as analyzing data. In this case, the researcher managed the data by selecting important and relevant data, categorizing data in a certain way and ignoring useless data. This is done by the researcher by observing and reviewing the result of observation reading the result of interviews.

2. Data Display

The display helps the researcher to understand what is happening during the research, the additional information which needs more detail analysis in understanding. This statement is what has been stated by Miles and Huberman, they stated that in the qualitative research, the data can be displayed in the form of table, graphic, phi card, pictogram and another equivalent of them by displaying the data, the researcher was easy to understand, to analyze what was happening with the data presented by the

researcher to begin doing the next plan of the research based on what the researcher has planned. The data display of this research consists of the results of observation and interview. These results are shown in the fourth chapter.

3. Conclusion drawing/Verification

According to Miles and Huberman, the last step in the analysis of qualitative data is withdrawing conclusions and verification. After doing the observation and interview about the teacher's elicitation technique, the researcher did the two steps of the analysis technique. After obtaining clear information the researcher drew the conclusion or verification of the result. Finally, the researcher finds out the answers to the research question.