

CHAPTER III

RESEARCH METHOD

A. Research Design

The descriptive qualitative method is used by the researcher in this study to describe how elementary school English teachers instruct young students in the language. The researcher chose this approach because it gives a more comprehensive grasp of the teacher and students' perspectives on the teacher's teaching tactics for English. Citations from the instructor and students' points of view are included in the data collected in the form of words as a descriptive explanation rather than a number as a result of the teacher's strategies. The outcomes of teachers' strategies place a greater emphasis on the interpretation of data obtained in the field; they are not presented in the form of figures and tables with statistical measures, but rather are described in narrative form using illustrative words that relate to the teachers' strategies.

This study aims to learn more about the strategies of English teachers at SDN Tanjung Samalantakan used to teach English by describing them. Teachers of English are among the subjects whose teaching methods are observed. The researcher outlines the practical methods English teachers employ to instruct young students in elementary school in English.

The researcher provides ways for teaching vocabulary to young EFL students at SDN Tanjung Samalantakan based on the aforementioned statement.

B. Research Setting

This study took place in SDN Tanjung Samalantakan. It is located at Jl Pembangunan, Pamukan Selatan, Kotabaru, 72168. The school is 1 kilometre from the settlement and the beach, the school is adjacent to the junior high school and the area is still surrounded by forest. The participants in this study are 30 kids and 1 teacher from SDN Tanjung Samalantakan's sixth grade class for the 2022–2023 academic year. The researcher carefully chooses the English teachers who met the requirements—those who have degrees in English education and more than a year of experience instructing young students in the language.

C. Participants

One of the teacher and 30 pupils in the sixth grade of an elementary school in Tanjung Samalantakan, South Kalimantan, provided the researcher with the subject for this study. which teaches English Vocabulary in the sixth-grade academic year 2020/2021, who has more than 20 years of teaching experience and teachers teach all subjects of the school, and the age of Elementary students are 7-12 years old. The sole permanent English teacher who teaches English vocabulary will be the subject of the investigation. The study's focus is on the strategy used by teachers to teach

English vocabulary. In this instance, the author witnessed the English teacher using various strategies.

D. Data

Interviews, observations, and documentation were used to collect the data for this study. The researcher gathered information by interviewing instructors at SDN Tanjung Samalantakan's Primary School and by watching classes in order to gather more precise information on the difficulties and implementation of strategies in teaching vocabulary to young learners. Zulfadrial (2012, p. 46), data sources are the subjects from which data can be obtained. In conducting this research, researchers used list interview and observation checklist as a data source. Researchers took data from observation for to find the types of strategies used by English lecturers and how to uses the strategy in the classroom.

E. The technique of Data Collection

To gather the study data, data collection tools are required. When performing scientific study, data collection aims to gather the required resources. The materials must be consistent with one another and can be discovered through observation and surveys. A questionnaire serves as the primary research tool. There are explanations of how the device is used in practical data collection.

1. Interview

This method of interviewing the informant is used to learn more about how a strategy is used to teach vocabulary to young students. The researcher and the teachers who were chosen as the subjects of the study had some face-to-face chats and held meetings in their separate schools. Each teacher was interviewed by researchers on different days. The researcher followed a process for interviewing EYL teachers, including setting up interviews with the teachers, creating interview instructions, and getting ready some equipment including a notebook, pen, and recorder. Using a protocol for interviews, Before asking any questions linked to the research or any probing inquiries to complete the data, start and open the conversation. Then record the teacher's responses and take notes. Then double-check your notes. Then transcribe your notes into the classified data.

From this interview the researcher want to get the data about teachers opinions, situations, and how teachers implement the strategy when they teach young learners.

2. Observation

In this study, the researcher used classroom observation to get the data. The researcher uses participation observation, which entails their presence at the scene of the action without their participation or interaction. While conducting the classroom observation, the researcher

enters the room but does not participate in the activity. It stands to reason that the researcher will be able to concentrate more on observing the instructional tactics used by teachers. The researcher's exclusive attention is on the students' responses and the teacher's tactics for teaching vocabulary. Through field notes and a checklist, the researcher hopes to define educational activities that take place in the classroom. An English teacher observed the action taking place during class to gather information for the first research question.

F. Data Analysis

According to Mackey and Gass (2013), grounded theory makes an effort to avoid imputing preconceived ideas to the facts; instead, the researcher prefers to let the data lead their study. To get a more full view of the phenomenon under inquiry, the researcher frequently seeks to look at data from a variety of angles. In this study, the researcher examined qualitative data from two sources, including interviews and observation. The information from the field notes and the interview is analyzed in the following ways:

1. Creating data transcripts from recorded audio. The findings from observation and interviews are compiled and documented in writing. All record information was laid down in sentences. A computer file containing the transcript should be given a unique name based on the content, date, and time of the observation.

2. offering a code. Theme, activities, and conditions were expressed as codes for all data that was written in sentences and used as research support.
3. Making data duplication necessary for data copying. The original data was kept, and copies were made to be utilized as analysis material.
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5. Finally, the data are analyzed to determine the effectiveness of teachers' tactics for introducing vocabulary to young students.