

CHAPTER III

RESEARCH METHOD

A. Research Design

The purposes of this study are to identify the utilization of ICT by the teacher in teaching English for young learners and find out the types of technology are used by the teacher in teaching English for young learners. In this research, ICT for young learners is defined as communication technology both hardware and software tools that used online or offline to teach elementary school students in English class from 1st grade to 5th grade. This study used a qualitative descriptive research design. Qualitative research methods were made to assist the understanding how a target audience behaves and think about a particular subject. This research observed what kind of technology used by the teacher and how the research wanted a deep understanding on how teachers use the technology. Thus, for this study, adopting qualitative research was appropriate. The data was conducted by observation and interview (open-ended question). The researcher analyzed the data based on the result of teacher's performance and teacher's answers.

B. Research Setting

The researcher conducted this study in Bambu Hijau Elementary Nature School Tanah Laut. The researcher observation and interview happened from Desember 2023 to February 2024. The school location is on Ambawang Street, Sarang Halang, Pelaihari, Tanah Laut.

The researcher chose elementary school in Tanah Laut as research location because of the pre-observation. The researcher discovered that there was a gap in technology utility for teaching in nature school. Nature school itself is an alternative school that uses nature as a media for teaching and learning. Compared to technology-using schools generally, it is a distinct situation. Additionally, teaching ICT to young learners differs from teaching to older or adult students in junior high school or senior high school. Because of those problems, the researcher investigated further the utilization of ICT by the teacher for young learners in elementary nature school.

C. Participant

During data collecting process, subject of this study is a teacher who teaches English from 1st grade to 5th grade in Bambu Hijau elementary nature school Tanah Laut. Qualitative studied can be carried out with a single participant (Airasian, Gay, & Mills, 2012, p. 145). The characteristics of the participant were; 1) English Education graduate, 2) Teaching English in elementary nature school minimum 1 year, 3) Having hardware or software ICT tools as media for teaching.

D. Data

The data in this study was the kinds of ICT tools used by the English teacher. The data collection was accomplished through observation sheet and interview using open-ended questions. There were 16 items about kinds of hardware and software ICT tools on the observation sheet that had to be

checked off by researcher, and the teacher had to respond to 12 of the questions in the interview part. The questions were about the use of ICT in teaching and learning.

E. Technique of Data Collection

The researcher conducted interviews and observations for this study. Following is a description of each method:

1. Observation

In this study, observation was the technique utilized to get data from participants. A method for collecting data that involved observation of teaching and learning activities. The researcher held observations five times, two observations for indoor activity and three observations for outdoor activity. The researchers aim for primary data from the observations. The tools that the teacher utilized, whether they were software or hardware tools, would be the subject of the researcher's focus. The researcher was going to provide the name of the software application that had been used. There would be no interaction with the teacher or students throughout the observation session.

2. Interview

The second data collecting technique was interview. The researcher asked the teacher 12 open-ended questions from the interview guideline in one section. Open-ended questions are used to gather additional information and could be used to encourage the subject when face

difficulties answering with a brief response. The interview had done face-to-face with the teacher in two separate occasions.

F. Research Instrument

The instruments were in the form of observation and interview the English teacher. These instruments were used to collect data or insights about the use of software and hardware technology from opening activity to closing activity both in the classroom or outside the classroom. The instruments were adapted from the theories; Abdullah (n.d., pp. 1-8)) and Kastuhandani (2014, pp. 2-6), then developed by the researcher itself. For the observation sheet, the categorizes were divided by two; hardware and software technology. While the activities were divided by three; opening activity, while activity, and closing activity. The researcher gave checklist for every technology used by the teacher, not only on that day, but also the other days. For the interview, the questions were for additional information after doing the observation.

G. Data Analysis

To analyze the data for this research, an interactive analytic model was applied. In this study, data analysis had done using the Miles and Huberman (1994) model. Data reduction, data display, and conclusion are the three steps. The three activities can be explained as follows:

1. Data Reduction

Data reduction is a selection process that concentrates on raw data that emerges from textual records through simplification, abstraction,

and transformation. The amount of data that needs to be saved in a data storage is reduced through this method. In this study the researcher selects the data that have been obtained during observation and interviews. All of the collected data will be classified to obtain a more straightforward information regarding kinds of ICT is used and how the ICT is utilized.

2. Data Display

Data display is the process of organizing a group of data so as to provide their own conclusions and take action. In this study researcher display the previously organized data using narrative text to accurately describe the information about kinds of ICT is used and how the teacher utilized the ICT will be present in narrative text form.

3. Conclusion

After coming to a conclusion from the data and data that had already been gathered, the researcher compared it to the notes that had been taken throughout the interview and observation phases of the analysis.