CHAPTER III

RESEARCH METHODOLOGY

This chapter appears to explain about the procedure used in conducting research. It discusses research design, subjects of the study, research instruments, data collection and data analysis.

3.1 Research Design

Since the researcher intended to understand the phenomenon happened in English teaching and learning, it is essential to employ Qualitative Research as the design. In proposition to Ary (2010), Qualitative Design aims to comprehend the phenomenon by focusing on the total picture rather than breaking it out into variables. Among 8 types of qualitative research, the researcher decided to implement Basic Interpretative Studies to understand the experience of the subject study through data collection such as observation, interview, and data review.

Furthermore, the purposive sample was employed for this research to provide maximum insight and understanding of what was being studied.

3.2 Subject of the study

The subject of this study was centralized on AIESEC Exchange Participants who teach English in ‘Teach for Indonesia’ Project held by Bina Nusantara University. The exchange participants originate from Italy, and they do not have any English teaching background before. First exchange participant holds high school diploma specializing in the scientific subject. The second exchange participant
studied Asian Language, mainly Chinese language. The third exchange participant is commencing a postgraduate study in Clinical Developmental Psychology.

In this research, the researcher acted as a complete observer since the presence is not noticeable to the subject of the study.

3.3 Data Collection Method

The main foundation of the data in this research is words and actions, which means the data were taken by observing the classroom activities and the students’ responses towards the activities, and interviewing the teachers in ‘Teach for Indonesia’ Project. In gathering the data, Ary, et al. (2010) mention that the audio and video recording, photographs, games, documents or other items can gain inferences related to the data, either. Here are the methods used by the researcher to collect comprehensive data:

a. Observation
The observation occurred to understand the teaching-learning process from the first meeting until the last meeting of the study. The observation took place in a classroom setting during 2 hour-teaching held by the subject of the study in two different places: SMK Satria and Binus Kijang. However, the field note was used by the researcher during the observation and then was elaborated to gain the research data. The purpose of having the observation is to get the data about the teaching methods and the classroom activities.
b. Interview

The interview was conducted to gather data from the subject of a study about opinion, belief, and feeling about the classroom experience, and direction given by project’s supervisor in Bina Nusantara University. This research involved unstructured interview that is based on conversation, and the questions were developed to dig more information about teaching experience in SMK Satria and primary students at Binus Kijang.

Therefore, the researcher organized the steps of collecting the data in this study as follows:

1. The researcher came to two locations, SMK Satria and Binus Kijang, as a non-participant individual while the teaching-learning process was conducted.

2. The researcher always made a note using field note that was extracted to observation sheet and documented the interaction between teacher and learners through pictures.

3. The researcher conducted an interview with all teachers in ‘Teach for Indonesia’ Project right after the class finished. The researcher interviewed the teacher by using an interview guideline that was made for the high school and primary school.

4. During the interview, the researcher recorded the whole conversation and asked to follow up questions to clarify the answer.
3.4 Data Collection Instruments

The researcher used two instruments to collect the data. The primary instrument was the field note and the secondary instrument was the interview guidelines. Field note was used to record what was going on during the observation which involved the description of the place, objects, activities, event, and purposes. The sample observation field note can be accessed in Appendix 1. Meanwhile, the interview guidelines contain some questions related to the data that the researcher wanted to get. This instrument was used when the researcher conducted an interview with the teachers, and then the answers were extracted in the interview transcript. They covered any information related to teaching method and classroom activities that were employed by the teachers in the classroom. A sample of the interview guidelines can be seen in appendix... At the end, the information in the interview transcript was used to draw the conclusion about the type of method and classroom activities in ‘Teach for Indonesia’ project.

3.5 Data Analysis

Data analysis of this study involved the ability to comprehend the phenomenon under study, extract the information and explain the relationship, theorize about how and why the relationship appears as they do, and reconnect the new knowledge with what have been known. Ary (2010)
Miles and Huberman (1994) described the components to analyze qualitative data through the following steps:

1. Reducing the data continuously through three stages. In the first stage, the researcher edited, segmented and summarized the data. In the second stage, the data were analyzed through coding and memoing, and integrated activities such as finding themes, cluster, and pattern. In the last stage, it happened through conceptualizing and explaining. The researcher made sure that data reduction did not cause any significant loss of the information, and did not strip the data from their context.

2. Displaying the data through organizing, compressing, and assembling information. Data is displayed in a table that consists of teaching methods and the frequency of classroom activities employed.
Table 2.1

Record of Teaching Methods and Classroom Activities

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher</th>
<th>Target students</th>
<th>Method</th>
<th>Classroom Activities</th>
<th>Frequency of teachers using the activities</th>
<th>Percentage</th>
</tr>
</thead>
</table>

3. Drawing and verifying conclusions by looking at the data reduction and data display. This stage was not finalized until all data were in, and have been analyzed. Conclusions were in the form of proportions, and once they had been drawn, they were verified.