

CHAPTER III

METHOD OF THE STUDY

3.1 Research Approach

The approach of this study is the qualitative design, because it relies on the participant's perception. According to Marshall & Rossman (cited in Oliveira, 2002:6), qualitative researchers are intrigued with the complexity of social interactions as expressed in daily life and with the meanings the participants themselves attribute to these interactions.

There are five features of qualitative research; qualitative research has the natural setting as the direct source of data and the researcher is the key instrument, qualitative research is descriptive, qualitative researchers are concerned with process rather than simply with outcomes or products, qualitative researchers tend to analyze their data inductively, "meaning" is of essential concern to the qualitative approach (Bogdan cited in Nailufar, 2008:22).

3.2 Population and Sample

3.2.1 Population

There are twelve levels in EF from basic level until pre-advance level. The focus of this study is the learner's perception in the basic level. Therefore, the populations of this study are the English First (EF) students in basic level which consists of level one until level four. The writer chooses the learners in the basic level because in the basic level, the learners tend to made translation from their

daily language to the foreign language without thinking it first (Harmer cited in Distia 2007:4). In addition, the beginner is not forced to use target language in this case is English necessary (Krashen cited in Oliveira 2002:9).

EF as an English language course is used the communicative teaching methodology. It means that all four skills are practiced in an interrelated way, using meaningful contexts to increase the relevance of the material to the students communication needs. It also used the Efekta™ System. This system is used a multimedia technology such as iLabs which is synchronous with the material in the learner's book, and the EF's video Englishpod™ in order to practice the learner in the four skills (speaking, listening, reading and writing). This system makes the learners can study individually and focuses to learner's needs. Thus there are five course components in each EF level: student's book, teacher's book, audio CD, online iLAB, and Library CD-ROM.

3.2.2 Sample

In basic level, there are two classes in level one, four classes in level two, eight classes in level three and nine classes in level four. There is a placement test to place students in their current level according to their ability. There are different schedules on each level. Level one and three have classes on every Monday, Wednesday, and Friday (three times a week), level two is every Tuesday and Thursday and level four is every Wednesday and Friday. The lesson runs for about 90 minutes per meeting in three months. The teachers are native speakers

and non native speakers for each level. Each teacher is responsible for teaching half a term (1.5 months)

In this study, the writer selected one class of each level for the sample. The writer did not use any particular criteria to choose the participants. She only chose one class of each level since it has representatives the other class for each level. In addition, most of the class was taught by the native speaker (NS). There were three classes: level one, level three and level four taught by the NS while, level two taught by the non native speaker (NNS). Most of the learners were the students of a school or a university. Their age was about 15 until 20 years old. There were 6 learners in level 1 which taught by Mr. J, 13 learners in level 2 taught by Mr. A, 6 students in level 3 taught by Mr. D and 8 students in level 4 taught by Mr. De. All the names are in the initial, not in the complete name. The classes were held from February to March. Even though they are still in basic level, they have to use English in class. It is intended to make students practice their English.

3.3 Technique of Data Collection

The writer collected the data in one month that started on February 8th and finished on March 13th. In this case, the writer could not do observation in class; therefore, the writer collected the data using questionnaires. The questionnaire was based on the Oliveira study (2002) about The Teacher's Use of the Target Language: The Perspectives of Beginning EFL Learners. It because the thesis has two similarities with this study: based on learners' perspectives or perception and

the sample are the foreign learners. While, the difference between the Oliveira study and this study is the instrument of collect the data. Oliveira used observation the class, interview with the teacher and questionnaires for the learners. While, in this study the writer only used the questionnaires for the learners because she didn't get any permission to observe the class from EF since she was not the member of the class.

The writer gave questionnaires to the students before or after the class. The writer translated questionnaires to Indonesian to make the learners easily understand the questions and could complete it. Before the writer gave the learners questionnaires, the writer told them that the questionnaire was used for thesis writing, so the writer asked for their cooperation to fill her questionnaires. The writer also explained the question to the learners. The questionnaires were concerned with the learners' perception about the use of the TL by the teacher in the classroom and inquired what their experience in learning English in the classroom. All students in level one until four who were 33 students could fill the questionnaires. I guided the students when they filled the questionnaires by explained the questions.

3.4. Technique of Data Analysis

After collecting the data, the writer continued the research by analyzing the data. The writer did some steps for analyzing the data. First of all, the writer calculated the answers of each question based on each level. Then, counted the

percentage of the answer of each question. After that, the writer classified the questions into some categories based on the topic of the question:

1. Learner's reason of learning English as FL
2. Learner's perception of the Use of TL in the classroom
3. Learner's perception of the Use of L1 in the classroom
4. Learner's activities outside the classroom in order to improve their English

The next step, the writer put the data into some tables based on the categories.

Finally, the writer interpreted the data qualitatively and made some conclusions.