

## **CHAPTER 3**

### **METHODOLOGY**

In order to have sharp analysis and gain comprehensive understanding, there will be two steps of method used in this study. First is method of data collection and the second is method of data analysis. The first method will provide valid and useful data to be analysed with the second method. However first the research approach need to be determined in order to guide the methods of the study.

#### **3.1 Research Approach**

The study will use qualitative approach to observe the teacher as the object of this research. It uses qualitative approach because the research will accomplish in several simultaneous activities: collecting the data from the field, organizing the data into some categories, formatting the data information into story and interpreting the data in narrative writing. According to Creswell (1994:145) in qualitative research, site or institution, people, and circumstance are observed in their natural setting. It also focuses on participants' perception, experiences, and views. In this research, a case study approach is used since it investigates a phenomenon from a number of different sources to understand how things occur. Baker states that a case study is applied for research that focuses on a single organization, institution, event, decision, policy or group (1994:301). In this research, the writer focuses on participants' perception, experiences, and views. Then the observation will be conducted as natural as possible in order to get the

valid data. The writer will describe the data found in a complete and comprehensive way, and will analyze more profoundly and in detail.

### **3.2 Participants**

The participants of this study are a class consisting of 15 students and an English teacher of Kaliasin I Elementary School. The writer chooses Kaliasin I elementary school because the development of English language in this school is well develop. This school has two sister schools, Monelson school and Bridge in Australia. They often do video conference to exchange the culture and the information about each school. Every month, some of the students of SDN. Kaliasin I Surabaya do video conference. They not only speak bahasa but also English. That is why, the students in this school are motified to compprehend English language well.

The students in this research are fifth grade of elementary school who got information about English Language before or in the other words they probably learned English before they came to elementary school. The students seem have big motivations and curiosity to the subject. The interactions between the teacher and the students also well construct. Then, they also active during the English language class. The writer thinks that it will elaborate the roles that the teacher played. The students also can elaborate their four language skills greatly. It is easy to improve students' ability in English language because there are many simulated acts that the teacher does when the learning process occurs.

The teacher is teacher of English language. She graduated from English language education and she had six years experience in teaching especially teaching English. The writer believes that while she teaches the students, she plays many roles. the teacher has capabiity to built students' motivation and curiosity. She believes that when the students have motivation and curiosity, the learning process will be easy.

### **3.3 Technique of the Data Collection**

In this research, the writer had to do some preliminary observations before she observed the object. The first is she had to choose the school that she wanted to conduct the research. After that, she did preliminary research to observe the condition of the school. Then, she did preliminary research to know the situation of the classroom. Besides, the function of this act is to chooce which grade are suitable to observe. After those preliminary researches, she begun the observation by recording the English language teaching process which is conducted by the teacher and the fifth grade students of SDN. Kaliasin I Surabaya.

The first recording, the writer was not on the classroom because she also the teacher in this school and has to teach another class. She only put the camera on one table while the teaching process occurs. She believes by putting the camera and leave it while the learning process, the learning process will accur as natural as usual. The next two observations, the writer came into the classroom and recorded the teaching process. The function of this act is to identify what are the roles that the teacher played while the teaching process occurs. The writer also

tried to remember what roles that the teacher played while she was teaching the students. Because after the writer recorded the teaching process, the writer interviewed the teacher about what is the reason of the use of each roles that she played. The writer wants to find out the teacher's point of view about the roles that she played.

Basically there are three classification of interview's function. The first is interview as primary method. Interview as primary method is conducted when interview becomes the only data collection's instrument. The second is complement method. Interview as complement method is conducted if it is used an instrument to complete the information that cannot be found by other methods. The third is interview as criteria. Interview as criteria is conducted when interview is used to examine the steadiness of other data and becomes additional information to strengthen the primary data (Hadi, 1989:193). In this case, the writer will uses interview as criteria. That is because after the writer observes the teaching process, she needs to examine reliability of the data. It will become additional information to strengthen the primary data.

### **3.4 Technique of the Data Analysis**

After the data collection is complete, the writer begun to analyze the data. First, she identified the types of teacher roles that the teacher played when she teaches English language to the student. After that, she interviewed the teacher about the activities or the roles that the teacher has played to teach the students. The writer also played the video recording of the teaching process while the

writer interviewed the teacher. She used stimulated recall as the method of the interview. According to Turnbull (2002), stimulated recall is a research method that allow the investigation of cognitive process through inviting participant to recall their concurrent thinking during an event when prompter by a video sequence or some other form of usual recall. Stimulated recall usually uses video or audio recordings as the participant in action. Typically, are taken by researcher as part of their observational recording which are then used in the interviewing process (Moreland & Cowie, 2007; Slough 2001). The results of this interview show the roles that played by the teacher while she teaches her fifth grade students and the reasons of the use of each role. To analyze the data, the writer followed the procedures below:

1. Identifying the roles that the teacher performs when she teaches the students.
2. Categorizing each role played by the teacher based on the classification of Harmer, from the observation while English language teaching process occurs.
3. Analyzing the roles that chosen by the teacher and the reasons for the use of each role based on the interview between the writer and the teacher.

# CHAPTER 4

## ANALYSIS