

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter entails research methodology which the researcher encounters. It includes research design, research setting and participants, data collection technique, data analysing technique and research schedule.

#### **A. Research Design**

This current research implemented classroom research as the design. It is asserted that the classroom research attempts to examine naturally occurring phenomena in the language classroom (Widodo, 2013, p. 16). Since the research was undertaken to investigate a classroom phenomenon about the implementation of video as medium in TEYL, henceforth, the researcher believed that it was an appropriate methodology for the research.

#### **B. Research Setting and Participants**

This research was conducted in one of private elementary schools located in Tasikmalaya, West Java, Indonesia. The school was chosen as the research setting because it manages English as one of compulsory subjects for YL there. English subject is required to take in grade 4 to 6. Thus, it was a good site for the research.

Participant of the research is an EYL teacher. He has been teaching in the school for more than 10 years. He is teaching YL whose ages are ranged from 7 to 11 years old. Additionally, he has numbers of experiences in TEYL. More importantly, he is able to implement video as the medium in TEYL at the school. Therefore, he becomes an ideal participant of the research.

### C. Data Collection Technique

To collect the data of the research, the researcher conducted observation to the participant of the research. Before the observation was done, the researcher had to obtain permissions from the school authorities and the participant herself. After the permissions were obtained, the observation was done twice and it was all recorded. Each observation took 35 minutes starting from the beginning until the closing of the learning process. This technique was expected to help the researcher gain necessary data about how he implemented video as the medium in TEYL.

### D. Data Analysing Technique

The technique used was thematic analysis adapted from Braun & Clarke (2006). Here are the steps of the analysis, as follows:

#### 1. Familiarizing with the data

In this first step, the researcher read and re-read the data transcription as the attempts to have adequate understanding about information within the data. While reading the data, the researcher highlighted information found in the data. Since the information were various, the researcher used different colors to indicate different information. By doing so, the researcher minimized potential of having confusion in analyzing them in the next step.

Table D.1 Data Transcription

<b>T</b>	Good, oke. Nanti bapak akan menggunakan media, media di depan sebuah video <b>semuanya tolong perhatikan</b> !. kemudian kalian lihat kedepan, ingat-ingat benda apa saja yang ada di dalam video itu, nanti kita akan coba test masing masing dari pada kalian, sebelumnya dengarkan dulu ya. ( guru memperlihatkan video tentang in the living room kepada siswa). Look it !
<b>S</b>	<b>(Anak anak mengamati video tersebut)</b> Sambil berkata a clock, a

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piano, a telephone, a fan, a case , a tv, a heater, a remote, a sofa, a coffee table.

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## 2. Generating codes

After having the highlighted information, the researcher tried to generate codes of it. The codes were based on the information it covered. Then, the codes generated were listed and put into a table.

Table D.2 Generated Codes

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Brainstorming
Asking the students' attention
Doing repetition and drilling
Reviewing Activity
Checking Students' Understanding

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## 3. Searching for themes

In this step, the researcher sorted the codes generated in the previous step into a thematic table. The sorting process was done by considering correlation among codes. The sorted codes in the table became a potential thematic table which consisted of potential themes of the research.

Table D.3 Potential Generated Themes

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I	II	III
Brainstorming	Asking the students' attention	Reviewing Activity
	Doing repetition and drilling	Checking Students' Understanding

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## 4. Reviewing themes

After producing potential thematic table, the researcher reviewed it before deciding which theme was relevant and which one was not. The reviewing process included process of resorting and deleting irrelevant codes in the columns of the table, so that the codes could offer more suitable themes.

After the reviewing process was done, the researcher could decide the themes of the research.

Table D.4 Reviewed Themes

I	II	III
Brainstorming	Asking the students' attention Doing repetition and drilling	Reviewing Activity

#### 5. Defining and naming themes

Having decision of the themes, the research defined them based on the codes and information within them. The names given needed to be representative for the codes and most importantly could answer the research question appropriately.

Table D.5 Named Themes

Previewing	While Viewing	Post Viewing
Brainstorming	Asking the students' attention Doing repetition and drilling	Reviewing Activity

#### 6. Producing report

The themes found are reported. The report consists of data displays, data interpretation and findings of the research. Additionally, the findings are supported by existing concepts of theories, so that the findings of the research can be reliable and valid.

### E. Research Schedule

The researcher desires to have a well-managed research. To have it, the researcher will do research based on the following research schedule,

Table E.1 Research Schedule

Activities	Timeline				
	Feb/19	Mar/19	Apr/19	May/19	Jun/19
Writing Research Proposal	■	■			
Joining Research Proposal Examination			■		
Collecting Research Data				■	
Analysing Research Data				■	
Producing Report				■	
Joining Thesis Examination					■