

Chapter Three

Research Methodology

This chapter explains a number of topics based on how the study answers the research questions in this study. The research question is what are the impacts of using Nursery rhymes perceived by elementary school English teachers? Therefore, the first topic is research design, explaining the methods that the research uses in this study. The second topic is research setting; in this part the researcher explains about the time and when the research is conducted. The next part is the research participants. The fourth topic is explaining about collection method. This part will inform the readers about the instrument that this study use to collect the data to answer the research question. The next part is about data collection, this part explains on the procedure on how to collect the data. The last topic in this chapter is data analysis; this part explains on how to analysis all the data.

Research Design

The purpose of this research is to understand the teachers' perception to the impacts of using nursery rhymes in learning English in elementary school students. To find the answer for this study research question, the researcher use qualitative method. Qualitative method can be used to get more detail information from the participants' point of view to a certain topic (Patton, 2002). The reason the researcher chooses this method is because the researcher wants to gain deep information on the participants' perception and it allows the researcher to explore

more about the participant perception towards the impact of using nursery rhymes in teaching English.

This study is conducted using descriptive under the qualitative method. The researcher uses descriptive as a research design because it can help to describe teachers' perception on the impact of using nursery rhymes in teaching English to elementary students. According to Glass and Hopkins (1984), descriptive research study is a way to describe a problem then solve it, or it can help to describe a certain topic after a data collection. Descriptive research study aims to organize findings to make sure it is in line with literature review (Krahtwohl, 1993).

Lastly, researcher uses qualitative descriptive research because it can help the researcher gain deeper information to answer the research questions. And this method can ease the participants to describe their answer in relation to their perception on the impacts that they perceive after using nursery rhymes in teaching English for elementary school students.

Research Setting

The researcher conducted this research in Elementary schools in Makassar Sulawesi. The researcher chose elementary school teachers because nursery rhymes is provided to early English learners. The researcher chose Makassar because the researcher understands specific elementary schools in the city that still have English in their school curriculum. This researcher was conducted in the beginning of January until September 2018.

Research Participants

The participants were selected based on certain characteristics. Firstly, the participant must have been an Elementary school English teacher. The second characteristics is the participant already knew about nursery rhymes and already used them in their teaching progress. To make sure the participants fulfilled the specific characteristics the researcher asked individual prospective participants. From the explanation above the method of choosing the participant is named purposive sampling.

The steps on getting the participants of this research is, the researcher finds a community that consists teachers in Makassar, Sulawesi. After founding the community, the researcher selected the teachers that are English elementary school teachers. From this step the researcher found eleven elementary school teachers from 48 teachers in the community. From eleven teachers that were selected the researcher asked individually to know which participants have used nursery rhymes before in their teaching process. From eleven English elementary school teachers there were only four teachers that know and have used nursery rhymes before.

The total participants involved in this study were four English teachers. For qualitative research the participants that is used to gather the data is usually purposive. It means that it does not focus on how much the participants that is involved, but on how the participant can generate useful data for the study (Patton & Cochran, 2002). The participants that is used in this research are English elementary school teachers in several elementary schools located in Makassar, Sula-

wesi. Participant one and two had taught English for around five years, and for participant three and four they had taught English around 3 years. All of the participants have used nursery rhymes in teaching. From the explanation from the participants, all of them already have understanding on nursery rhymes itself. Most of the participants used nursery rhymes to teach listening and speaking.

Data Collection Method

In this research, the instrument used to collect the data was interview guideline used when the researcher interviewed the participant. The type of interview that was used in this study was standardized open-ended. This type of interview was already well prepared before the interview was conducted. The questions asked were already in a specific order and stayed in the same order in all the participant (Cohen, Manion, & Morrison, 2011). The reason this type was used in this study because the researcher was helped in gaining a well arranged answers that was helpful in analysing the data. This type also helped the researcher to make the interview less bias and stayed on the right path and reached all of the question that was needed in this research. The interview process was well prepared for which question was asked first.

The items used in the interview were categorized as open-ended items. The researcher used this type of items because according to Reja (2003), an open-ended question can help the researcher reach more information from the participants, because the participants were allowed to explore and explain all the possi-

ble answer that they think can help the researcher to gain supporting data for the study.

Data Collecting Procedures

This section of chapter three gives information on how the researcher collected the data for this study. The first part is the researcher listed the interview guideline that would be used when interviewing the participants. The guideline included four questions to know the teachers' perception on the use of nursery rhymes in teaching English in elementary school students. These questions helped to answer the research question in this study. After the guideline was valid to use, the researcher contacted the participants and arranged the time and place for doing the interview session. The time and place depended on the participants ease. After making the appointment the researcher interviewed the participants individually.

The interviewing process used Indonesia language. The reason was it could help both researcher and participants have clear understanding on the information that was mentioned, because both the researcher and participants use Indonesia language daily and have clear understandings in Indonesian language. The researcher had the interview audio-recorded by phone and by laptop to have double backup, and also did note taking to make sure all the information was collected clearly. The total minutes that is took for the interview process is around 60 minutes.

Data Analysis

After all the participants were interviewed, the researcher transcribed the data from the interview process. The researcher had to listen to the record interview file while writing each and every word down. After the researcher wrote all the sentences from the record file, the transcript was then shown or sent to the participants to make sure that all the words or information that they share was the fact that they said (member checking). If there was more information needed or there was some information missing the researcher arranged another appointment with the participants to clear and make the data more valid and ready to use. After the member checking process the researcher found out that there were some changes that was made by participant 2 and 4. Participant 2 and 4 explained more about their answers on interview questioned number four. But for participant 1 and 3, the transcript was agreed and allowed to be used.

After making sure all the data was ready to use and valid, the next step was the researcher conducted coding as a data analysis procedure. This procedure was labeled or named every sentence from the interview that contained useful information for the study (Cohen, Manion, & Morrison, 2011). Coding process requires some steps. The first step of coding is called open coding. According to Strauss and Corbin (1990), open coding is dividing the information that is gathered by general categorized, in this study it will be impacts of Nursery rhymes. Second step is axial coding. According to Cohen, Manion, & Morrison (2011), Analytical coding is interpreting the label that is already made from the previous step, this step will be more interpretive. In doing interpreting the researcher

should be careful and use words that can be clearly understand because the result of the interpreting can be confusing.

The next step is axial coding. According to Cohen, Manion, L, & Morrison (2011), Axial coding is combining all the participants' answers and dividing the answer from both participants that have the same answer or the same idea. The similar answers from the participants are then given categories. After combining the similar answer from the entire participant, the researcher will move the last step of coding which is selective coding. According to Cohen, Manion, & Morrison (2011), selective coding is matching the final data with the theory that already exist in the literature. After doing all the steps the result of the research question from the study is finally answered.