

## **CHAPTER III**

### **METHODS AND PROSEDURES**

This chapter presents: (1) research design, (2) operational definitions, (3) research site and participants, (4) data collection, (5) data analysis, and (6) establishment of trustworthiness.

#### **3.1 Research Design**

This study design was qualitative research. Creswell (2014) stated that qualitative research is a method of examining and comprehending the meaning of individuals or groups as those who describe a social or human situation. According to Creswell (2012), a case study is a search or exploration to find something in-depth in the scope of activities, events, and even individuals and processes with extensive data collection. A case study is helpful for various reasons, including establishing different perspectives on reality and understanding human behavior and researchers can provide concrete experiences that improve research skills (Flyvbjerg, 2006). This research design aimed to find teachers' perceptions on the implementation of EMI for young learners. The implementation in this context was about benefits and threats. It was seen in how the teachers feel in the learning process, the benefits and threats that occur by using EMI at SD Angelly Kids Prabumulih, according to the teachers' opinion. In summary, qualitative research and case study design was the form of this

study to find out teachers' perceptions of the benefits and threats of English as a medium of instruction for young learners.

### **3.2 Operational Definition**

The title of this study is Teachers' Perceptions on the Implementation of English as Medium of Instruction at SD Angelly Kids Prabumulih. There are some brief explanations to avoid the possibility of misinterpretation about the term in this research.

#### 3.2.1 Teachers' Perception

In this study, teachers' perception refers to teachers' point of view on the object seen in the environment, particularly the perceptions of mathematics and science teachers based on benefits and threats of using English as a Medium of Instruction.

#### 3.2.2 The Implementation of English as Medium of Instruction

English as Medium of instruction is the language implemented by teachers in the acquisition process as an instruction. It uses in mathematics and science by using English. That has many benefits and threats in its use for both students and teachers. Implementation in this statement refers to the benefits and the threats of English as medium of instruction.

### 3.2.3 English for young Learners

English for young learners (EYL) is for those who learn English at an early age. In this case, the teacher provides knowledge in the form of new words and skills that students need at a young age. The age of young learners here is about 6-12 years old. In this study, the learning obtained by young students from the teacher refers to their respective abilities, considering their age is an age that is still very eager to catch new things.

### **3.3 Research Site and Participants**

The participants in this study were selected from teachers at SD Angelly Kids Prabumulih who teach science and math by using English. The participants in this study were chosen using a purposeful sampling technique. Creswell (2014) argued that qualitative methods could not separate purposeful sampling. According to Palinkas et al. (2015), purposeful sampling is commonly employed to identify and select information-rich samples linked to the topic of interest in qualitative research. Finally, a purposeful sampling technique was used in this study.

Criterion sampling was taken as one of the purposeful sampling strategies to choose the participants. According to Patton (2002), cases that fulfill a predetermined relevance criterion are identified using criterion sampling. The researcher chose the place of the research based on phenomena and problems that exist. In line with this, Suri (2011) stated that researchers often use the criterion

sampling approach to make a broad and thorough understanding of all specific benchmarks set. This sample indicated the criterion of taking participants. Therefore, this study aimed to get information about teachers' opinions who teach English as the medium of instruction that could make the benefits and the threats even harm the students and the teachers in teachers' sides.

Based on informal interviews, this school was one of the schools that implement EMI. Some of the teachers who taught were known for their English skills. Criterion sampling is usually used for quality sampling technique (Miles & Huberman, 1994). After that, 11 teachers taught in this primary school. However, there were only two teachers who taught using EMI during the acquiring process. In line with this, Cresswell (2014) argued that qualitative research is not required to have many participants. Thus, there were two teachers interviewed.

The teachers who teach mathematics and science in English, the perceptions on the implementation of mathematics and science lessons as a medium of instruction from the teacher's point of view were examined. This study covered the benefits and threats that occur in its used.

### **3.4 Data Collection**

In data collection, there was one instrument, namely, interview in answering the problem of the study by knowing some of the answers from the teacher regarding questions from the interview.

### **3.4.1. Interview**

The interview was one of the instruments that were very instrumental in the research process. Creswell (2014) stated that typically, researchers conduct face-to-face or unmediated interviews with participants, by telephone, or focus group interviews with several interviewees in each group. In interviewing the participant, a semi-structured interview was used. Semi-structured interviews are a method that is applied to language pedagogical research conducted qualitatively (Datko, 2015). Furthermore, two teachers were interviewed.

Before that, there were some steps to do the interview. At first, the researcher prepared the interview guide. And then, the researcher used a recorder to record the process of answering the question. Next, the researcher coded the data to expand the themes. At least, the researcher transcribes the answer in English.

In this regard, the researcher made several questions adapted from the study of Ibrahim (2001). There were four aspects of the benefits of EMI which consisted of thirteen questions. There were also five aspects of the threat of using EMI with eight questions that related to theory. Furthermore, interviews were conducted to support data on the use of EMI in schools

according to the views of the teachers. The interview protocol can be found in appendix A.

### **3.5 Data Analysis**

In data analysis, the researcher analyzed the data by using thematic analysis. Thematic analysis was a study that was applied. Alhojailan (2012) described thematic analysis as the type of qualitative analysis used to analyze the current classifications and themes associated with the data. In that statement, it was able to interpret teachers' views on the implementation of using EMI for young learners. Thematic analysis does not require detailed theoretical and technological knowledge. This can make it accessible more easily, especially for someone who is first researching (Braun & Clarke, 2006). In addition, researcher interpreted and made sense of the data by using thematic analysis.

In this part, there were some steps to analyze the data based on thematic analysis. Six steps are used in analyzing thematic analysis; familiarizing with the data, getting initial code, looking for themes, monitoring themes, defining themes, and producing the report (Braun & Clarke, 2006). That led researchers to find data, create codes, search for and define themes to review them and publish the report.

According to the procedure, the first thing to do was the researcher prepared data and searched each meaning depending on the source of information. Second, the researcher read and coded all the data. Third, the researcher looked for

the themes. The data was arranged by selecting text and writing each word collected into categories and marks based on code. Fourth, the researcher reviewed the concepts that the researcher had created. The fifth step was for the researcher to define and name the themes. The researcher renamed and redefined the topics in this step to make them more complex. Finally, the researcher gathered data in the form of teachers' perceptions of the implementation of English as a medium of instruction for young learners at SD Angelly Kids Prabumulih to explain the findings.

### **3.5.1 Analyzing Teachers' Perceptions on the Benefits of EMI**

In analyzing the teachers' perceptions on the benefit of using EMI at SD Angelly Kids Prabumulih, the researcher used the data from the interview and began to analyze by using thematic analysis. There were 13 questions asked to the teacher so that the interview was completed for 24-26 minutes for teacher who teach science, while for teacher who teach mathematics in English it took about 10-11 minutes.

In analyzing the interview data, it was important to note that the recorded interview data was prepared after interviewing with the participants. Then, the researcher made the transcription from the recorded data to the transcription of the interview data. Finally, the researcher made interpretations from the

interview results about what teachers' perceptions were about the benefits of using EMI for young learners.

### **3.5.2 Analyzing Teachers' Perceptions on the Threats of EMI**

In analyzing the teachers' perceptions on the threat in using EMI for young learners, the researcher used the data from the interview analyze by using thematic analysis as well. This interview was to find out teachers perceptions on the threats of EMI. There were 8 questions posed to teachers so that the interview was completed in 13-15 minutes for teachers who teach science in English and for teachers who teach mathematics it took about 7-8 minutes.

In analyzing about teacher's perception of the threats of EMI for young learners, the data was obtained through an interview. First, the recorded interview data was prepared after conducting interviews with selected participants as samples. Second, the researcher made changes to the recorded data into data transcription. Last, the researcher interpreted the interview data in terms of teachers' perceptions of the threats of using EMI for young learners.

### **3.6 Establishment of Trustworthiness**

In this process, the accuracy of findings and interpretations must be ensured when collecting and analyzing data. In validating the finding data, the accuracy or credibility is done by member checking or triangulation (Creswell, 2012). Qualitative data has the concept of credibility, dependability,

conformability, transferability and authenticity. Lincoln and Guba (1985) stated that trustworthiness is one way that researchers can convince themselves and readers that the research findings are worthwhile to note. From this statement, the researcher conducted trustworthiness tests to ensure data.

The researcher used member checking to enhance the accuracy of the study. The qualitative process was checking the accuracy of the report. Asking one or several people for the accuracy of a statement is an activity that leads to member checking (Fraenkel et al., 2012). This was also confirmed by Creswell (2012) stated that member checking is an activity when the researcher asks one or more answerers to check and ensure the accuracy of the account. In this study, the researcher asked the participants to recheck the interview transcript as conformity to information. In that situation, the researcher inquired about the transcript, namely whether it was comprehensive and appropriate based on their response. If the answer did not match what they meant, the researcher inquired about it again. It was about validating and checking the correctness and trustworthiness of the data. Participants were expected to review and respond to the interview transcript. In short, member checking was used to recheck the credibility of the data.