CHAPTER III
RESEARCH METHODOLOGY

This chapter provides an overview of the methodology of the current study, including the research approach and method, data sources, research site and participant, the techniques of collecting data, and data analysis.

A. Research Approach and Methods

The current research uses a qualitative approach to collect data. Creswell (2014) defines qualitative research as a way of understanding a social or human problem based on different methods of inquiry. The researcher examines a problem to determine its importance (Creswell, 2012). A qualitative approach is suitable for exploring complex and subjective experiences. It helps the researcher to gain a deep understanding of the participants' experiences, perspectives, and meanings related to their experiences. The qualitative research is selected to gain a deep insight into individuals' perspectives (Creswell, 2012) on the stories of teachers' implicit grammar teaching strategies in teaching English to young learners.

One way of conducting qualitative research is narrative inquiry, which explores the stories of individuals to understand their experiences and meanings (Clandinin & Connelly, 2004). This method can be suitable for researching the implementation of implicit grammar teaching for young learners, as it can capture the complexity and richness of the challenges and benefits of this approach, which may not be easily measured by other methods. Moreover, narrative inquiry can provide insights into the personal and professional development of teachers who design and implement implicit grammar teaching activities, as well as their beliefs, attitudes, and motivations (Borg, 2015). Therefore, narrative inquiry can generate authentic and meaningful data that can inform practice and policy in the field of implicit grammar teaching.

B. Data sources

In this research, there are two types of data: primary and secondary. The primary data source is interviews. The interviews are conducted with teachers who have experience in implementing implicit grammar teaching for young learners.

The aim of the interview is to elicit the teachers' views on their strategies in designing and implementing implicit grammar teaching, as well as the challenges and benefits of this approach. The interviews are audio-recorded and transcribed for analysis.

To support the interviews, classroom observations are conducted in the teachers' classrooms as secondary data of the study. The observations aim to capture the interactions and negotiations of meaning between the teachers and the learners, as well as the learners' responses and outcomes. Additionally, document analysis is also conducted as another secondary data of the study. The documents include the teachers' lesson plans and materials on their implicit grammar teaching activities. The documents will be collected and reviewed for analysis.

C. Research Site and Participants

The researcher chose one primary school in Bandung as the site for the study, representing a global interactive school. The school is selected due to its status as a candidate school for the International Baccalaureate (IB) Primary Years Programme. The IB curriculum applied in the selected school is a comprehensive education program that emphasizes inquiry-based and student-centered learning. Additionally, the Merdeka curriculum is also applied, which is designed to foster students' creativity, innovation, problem-solving abilities, which facilitates meaningful learning. The combination of the IB curriculum and the Merdeka curriculum makes the school an ideal site for exploring the implementation of implicit grammar teaching and its potential impact on students' language acquisition and development.

The participant is an English teacher who works at the selected school. The teacher was selected by purposive sampling, a technique used in qualitative research to identify individuals who can provide rich and relevant information about the phenomenon under investigation (Merriam, 2015). This sampling method ensures that the selected participant has the necessary knowledge, experience, and insights to contribute meaningfully to the study. The researcher chose a participant based on specific criteria that align with the research objectives (Creswell, 2012). The following criteria are used to select the participant:

1. The teacher teaches English at a primary school in Bandung: which is a global interactive school.

2. The teacher has at least two years of experience in teaching English to young learners (aged 6-12 years old).

3. The teacher has a bachelor's degree or higher in English language education or a related field.

4. The teacher has received some training related to English language and teaching methods or approaches, especially in TEYL fields.

5. The teacher is willing and able to share their stories of implicit learning in teaching English to young learners.

D. Data Collection Techniques

This section discusses how to collect research data. The study uses various methods, such as interviews, observations, and document analysis to discover the findings of this research.

1. Interviews

Cresswell (2014) states that interviews are a typical method of gathering data in qualitative research because they enable researchers to obtain complex and detailed information from participants. In the current research, narrative interviews are used to allow participants to recount their personal experiences and perspectives through storytelling. As a result, the narrative interview method proves well-suited for this study, as it facilitates an in-depth exploration of the EYL teachers' experiences, challenges, and approaches to designing and implementing implicit grammar teaching strategies for young learners. The interview consisting of twelve questions, aim to answer the first and second research questions of the study.

The questions are based on the theories about teaching English to young learners (Pinter, 2017; Cameron, 2001), implicit teaching strategies on grammar instruction (Gucci & Drajati, 2019), principles and approaches in teaching English to young learners (Brown, 2009; Cortez & Genisan, 2021). Firstly, the questions number 1, 2, and 3 seek to gather background information about the participants. Additionally, questions number 4 to 7 aim to explore the participants' experiences, perceptions, and approaches to teaching English to young learners. Moreover,

questions number 8 to 15 focus on the participants' knowledge and understanding, specifically on designing and implementing implicit grammar teaching strategies for young learners that aim to answer the first and second research questions. Finally, questions number 16 to 20 intend to gather the participants' reflections, experiences, and perspectives on the benefits, challenges related to implementing implicit grammar teaching for young learners.

Table 3.1 List of The Interview Questions

No	Question	Theory
1	Would you like to tell me about your personal background especially about your educational background? *Bisakah Anda ceritakan tentang latar belakang pendidikan Anda?*	Background Information
2	Can you walk me through your teaching experiences? *Dapatkah Anda menceritakan pengalaman mengajar Anda?*	Background Information
3	Why do you choose to teach at a primary school and how can you be chosen as an English teacher in this school? *Mengapa Anda memilih untuk mengajar di sekolah dasar dan bagaimana Anda bisa terpilih sebagai guru bahasa Inggris di sekolah ini?*	Background Information
4	Based on your experience, is it easy to teach English especially for young learners and what do you feel about it? *Berdasarkan pengalaman Anda, apakah mudah untuk mengajar bahasa Inggris, terutama untuk* young learners*, dan apa yang Anda rasakan mengenai hal tersebut?*	Teaching Languages to Young Learners (Cameron, 2001).
5	There are some principles of teaching English to young learners. What principles do you personally maintain in teaching English to young learners? *Ada beberapa prinsip dalam mengajar bahasa Inggris untuk* young learners*. Prinsip-prinsip apa yang Anda pegang dalam mengajar bahasa Inggris untuk* young learners*?*	Teaching by principles: An interactive approach to language pedagogy (Brown, 2007).

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6	What strategies or techniques do you usually use in teaching English to young learners? *Strategi atau teknik apa yang biasanya Anda gunakan dalam mengajar bahasa Inggris untuk* young learners*?*	Teaching Languages to Young Learners (Cameron, 2001).
7	How about in grammar areas, are there any specific strategies or techniques? *Bagaimana dengan bidang* grammar, *apakah ada strategi atau teknik khusus?*	Approaches in Teaching Grammar to Young Learners: A Scoping Review (Cortez & Genisan, 2021).
8	How about implicit grammar teaching strategies, what do you know about it? *Bagaimana dengan strategi pengajaran* implicit grammar, *apa yang Anda ketahui tentangnya?*	Implicit Teaching Strategies on Grammar Instruction: Students' Prevailing Stance (Guci & Drajati, 2019).
9	So, do you use implicit grammar teaching strategies? *Jadi, apakah Anda menggunakan strategi pengajaran* implicit grammar*?*	Implicit Teaching Strategies on Grammar Instruction: Students' Prevailing Stance (Guci & Drajati, 2019).
10	Would you like to tell me the process of teaching English to young learners through implicit grammar teaching? *Bisakah Anda ceritakan proses pengajaran bahasa Inggris untuk* young learners *melalui pengajaran* implicit grammar*?*	Teaching Languages to Young Learners (Cameron, 2001); Implicit Teaching Strategies on Grammar Instruction: Students' Prevailing Stance (Guci & Drajati, 2019).
11	Can you walk me through the process of designing implicit grammar teaching activities for your young learners? *Dapatkah Anda menceritakan kepada saya proses merancang kegiatan pengajaran* implicit grammar *untuk siswa Anda?*	Teaching English to Young Learners and Factors to Consider in Designing the Materials (Sukarno, 2008).
12	When implementing implicit grammar teaching activities, what strategies or techniques do you use to promote meaningful interaction? *Ketika menerapkan kegiatan pengajaran* implicit grammar, *strategi atau teknik apa yang Anda gunakan untuk mendorong interaksi yang bermakna?*	The role of the linguistic environment in second language acquisition (Long, 1996).
13	How do you create opportunities for your students to notice grammatical structures during the learning process?	The role of consciousness in second language learning (Schmidt, 1990).

	Bagaimana Anda menciptakan kesempatan bagi siswa Anda untuk memperhatikan struktur grammar *selama proses pembelajaran?*	
14	Can you share an example of how you scaffolded your students' learning during implicit grammar teaching activities? *Dapatkah Anda berbagi contoh bagaimana Anda membantu siswa Anda belajar selama kegiatan pengajaran* implicit grammar*?*	Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom (Gibbons, 2015).
15	How do you encourage language output and production from your students during these activities? *Bagaimana Anda mendorong hasil dan produksi bahasa dari siswa Anda selama kegiatan ini?*	The Output Hypothesis: Theory and Research (Swain, 2005).
16	From your experience, what are the major benefits of using implicit grammar teaching for young learners? *Dari pengalaman Anda, apa manfaat utama menggunakan pengajaran* implicit grammar *untuk* young learners*?*	The role of the linguistic environment in second language acquisition (Long, 1996).
17	Can you describe any challenges or difficulties you have faced while implementing implicit grammar teaching activities? *Dapatkah Anda menjelaskan tantangan atau kesulitan yang Anda hadapi saat menerapkan kegiatan pengajaran* implicit grammar*?*	Current issues in the teaching of grammar: An SLA perspective (Ellis, 2006).
18	How do you overcome these challenges? *Bagaimana Anda mengatasi tantangan ini?*	Teaching Languages to Young Learners (Cameron, 2001).
19	Can you share a success story or a particularly positive experience you had with implicit grammar teaching for young learners? *Dapatkah Anda berbagi kisah sukses atau pengalaman positif yang Anda alami dengan pengajaran* implicit grammar *untuk* young learners*?*	Teaching Young Language Learners (Pinter, 2017).
20	If you could change or improve anything about the way you implement implicit grammar teaching, what would it be?	Teaching Young Language Learners (Pinter, 2017).

Jika Anda dapat mengubah atau meningkatkan sesuatu tentang cara Anda menerapkan pengajaran implicit grammar, *apakah itu?*	

2. Observations

According to Creswell (2014), observations are one of the most common data collection techniques in qualitative research, as they allow the researcher to obtain firsthand information from the natural setting of the participants. Observations can help to capture the interactions between the teachers and the learners, as well as the learners' responses and outcomes, in implicit grammar teaching contexts. In order to demonstrate the implementation and experience of implicit grammar instruction in practice, observations offer real and contextualized data which aim to support the answer of the two research questions of this study.

Two observation rubrics are used to gather the secondary data of the current research. The first observation rubric is designed to gather information on the extent to which teachers implement various principles and strategies of implicit grammar teaching for young learners during the learning process. The rubric consists of thirteen questions which is used to systematically observe and evaluate the instructional practices employed by teachers, particularly in relation to the core foundations and hypotheses that underpin implicit grammar teaching: Input Hypothesis by Krashen (1985), Natural Approach to Language Acquisition by Krashen and Terrell (1983), Interaction Hypothesis by Long (1996), Noticing Hypothesis by Schmidt (1990), Sociocultural theory by Vygotsky (1978), and Output Hypothesis by Swain (2005).

Table 3.2 Observation Rubric

Core Foundation	Questions
Input Hypothesis by Krashen (1985)	1. To what extent do teachers provide comprehensible input during the learning process? 2. How meaningful is the learning process to the learners' interest and experiences? 3. What teachers do to provide materials and activities that expose learners to grammatical structures in context?

	4. To what extent do teachers encourage learners in meaningful communication and interaction in the target language?
Natural Approach to Language Acquisition by Krashen and Terrell (1983)	5. How does teacher minimize explicit grammar instruction and focus on providing opportunities for natural language use during the learning process?
Interaction Hypothesis by Long (1996)	6. To what extent do teachers incorporate tasks and activities that require learners to engage in meaningful interactions and negotiation of meaning?
	7. How does teacher provide feedback and support to learners during these interactions to facilitate the acquisition of grammatical structures?
Noticing Hypothesis by Schmidt (1990)	8. To what extent do teachers use strategies to draw learners' attention to grammatical structures within meaningful contexts?
	9. How does teacher encourage learners to notice and process grammatical forms through meaningful tasks and activities?
Sociocultural theory by Vygotsky (1978)	10. To what extent do teachers incorporate collaborative (peer or group) tasks and activities that promote social interaction?
	11. How does teacher scaffold and support learners in comprehending grammatical structures in meaningful contexts?
Output Hypothesis by Swain (2005)	12. To what extent do teachers provide activities for learners to produce language by using grammatical structures in meaningful contexts?
	13. How does teacher provide feedback and support to learners as they engage in language production activities?

The second observation rubric is designed to gather information on the extent to which teachers implement various strategies and activities for implicit grammar teaching to young learners during classroom instruction. It consists of seventeen indicators based on the theories about the use of storybooks (Ellis & Brewster, 2014), songs (Paquette & Rieg, 2008), role-playing (Phillips, 1999), also the enhanced input techniques (Cameron, 2001; Guci & Drajati, 2019) and learner engagement (Pinter, 2017). By utilizing this observation rubric, researchers can

collect data on the specific strategies and activities employed by teachers, the level of learner engagement, and the overall implementation of implicit grammar teaching approaches in the classroom setting.

Table 3.3 Observation Checklist

No	Indicator	Indicated/ Not Indicated	Notes	Theory
Use of Storybooks				
1	Teacher incorporates storybooks into lessons.			Tell It Again! The Storytelling Handbook for Primary English Language Teachers (Ellis & Brewster, 2014).
2	Interactive discussions about stories and grammar patterns.			
3	Opportunities for retelling or acting out stories			
Use of Songs				
4	Teacher integrates songs or chants related to grammar concepts.			Using music to support the literacy development of young English language learners (Paquette & Rieg, 2008).
5	Repetition and practice of target grammatical structures through songs.			
Use of Games				
6	Teacher employs grammar-focused games or activities			Games for Language Learning (Wright et al., 2006)
7	Games that require sentence construction or specific grammar usage.			
8	Engaging and meaningful language use during games.			
Use of Role-playing				
9	Role-playing activities involving different characters or scenarios.			Drama with Children (Phillips, 1999)
Enhanced Input Techniques				
10	Teacher emphasizes or highlights specific grammatical structures.			Teaching Languages to Young Learners (Cameron, 2001); Implicit Teaching
11	Use of visual aids (e.g., flashcards, pictures) to			

				Strategies on Grammar Instruction: Students' Prevailing Stance (Guci & Drajati, 2019).
	illustrate grammar concepts.			
12	Repetition and practice opportunities for target grammatical forms.			
Learner Engagement				
13	Students actively participate in language activities.			Teaching Young Language Learners (Pinter, 2017).
14	Activities are engaging and appropriate for young learners			
15	Students appear motivated and interested during implicit grammar learning activities			
16	Opportunities for realistic language use and experimentation.			
17	Low-pressure setting for natural language acquisition.			

3. Document analysis

Document analysis is a fundamental method for collecting data in qualitative research, as it enables the researcher to access the written records of the participants or the phenomenon under study (Merriam & Tisdell, 2015). Document analysis will be supporting the data collected from interviews and observations, as well as providing additional information that may not be accessible or observable which aim to support the answer of the two research questions. It can include the teachers' lesson plans and materials on their implicit grammar teaching activities. Document analysis can provide complementary and triangulated data that can enhance the validity and reliability of the research findings.

Two document analysis rubrics are used to gather the secondary data of the study, particularly aim to support the answer of the first research question of this study. The first document analysis rubric consists of twenty questions which is

designed to evaluate Teaching English to Young Learners (TEYL) activities through teachers' lesson plans and materials. It provides a structured framework to recognize the various aspects of these materials, such as their alignment with the criteria of designing TEYL activities (Scott & Ytreberg, 1990), age-appropriateness (Linse, 2005), interactive methods (Curtain & Dahlberg, 2016), use of multimedia (Shyamlee & Phil, 2012), incorporation of games (Wright et al., 2006), scaffolded learning approaches (Gibbons, 2015), and also the elements that promote engagement and motivation (Pinter, 2017) among young learners.

Table 3.4 Document Analysis Rubrics

Criteria	Questions	Theories
Alignment with Learning Objectives	1. Are the activities and materials aligned with the specific learning objectives in the lesson plans? 2. What language skills (e.g., listening, speaking, reading, writing) are targeted in the materials and activities?	Teaching English to Children (Scott & Ytreberg, 1990).
Age-Appropriate Content	3. What themes and topics are covered in the activities and materials? 4. How relevant are these themes and topics to the interests and experiences of the target age group of young learners? 5. Are the grammar concepts presented in a way that is suitable for the age and cognitive development of the target learners?	Practical English Language Teaching: Young Learners (Linse, 2005).
Interactive Methods	6. What interactive activities (games, songs, role-playing) are included in the TEYL materials? 7. How do the activities encourage active participation and communication among learners? 8. Are interactive activities designed to make learning fun and memorable for young learners?	Languages and Children: Making the Match: New Languages for Young Learners, Grades K-8 (Curtain & Dahlberg, 2016).
Role of Multimedia	9. Are multimedia tools integrated into the activities and materials? 10. What kinds of multimedia tools (e.g., pictures, flashcards, digital media,	Use of technology in English language teaching and learning: An

	videos, songs) are integrated into the materials and activities? 11. Do these multimedia tools support the presentation of language concepts and vocabulary in a concrete and engaging manner?	analysis (Shyamlee & Phil, 2012).
Incorporating Games	12. Are there any games or game-like activities included in the materials? 13. Are the games designed to facilitate language practice in fun activities? 14. Do the games encourage learners to reinforce grammar concepts?	Games for Language Learning (Wright et al., 2006)
Scaffolded Learning	15. Do the activities and materials provide appropriate scaffolding and support for learners' progress? 16. Do the activities gradually increase in complexity, allowing learners to build on their prior knowledge and skills? 17. Are there temporary support structures to assist learners until they can perform tasks independently?	Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom (Gibbons, 2015).
Engagement and Motivation	18. What elements are present in the materials and activities to promote engagement and motivation among young learners? 19. Do the activities incorporate elements that promote engagement and motivation among young learners? 20. Are there activities that provide creativity, imagination, and personal expression?	Teaching Young Language Learners (Pinter, 2017).

The second document analysis rubric is designed to systematically evaluate lesson plans for Teaching English to Young Learners (TEYL). It provides the component of TEYL Design, including the learning identity, targeted English skills, learning objectives, learning outcomes, media and materials, teaching methods and techniques, steps of learning activities, as well as assessment and evaluation strategies.

Table 3.5 Document Analysis Checklist

No	Indicator	Indicated/ Not Indicated	Notes	Theory
1.	Learning Identity			
	Subject			Teaching English in the primary classroom Halliwell, 1992).
	Class/Semester			
	Main topic of the lesson			
	Time Allocation			
2.	English Skill Focused			
	Listening skill is emphasized			Integrated skills approach in EFL classrooms (Pardede, 2019).
	Speaking skill is emphasized			
	Reading skill is emphasized			
	Writing skill is emphasized			
	Additional areas (grammar, vocabulary, pronunciation) are included			
3.	Learning Objectives			
	Specific goals for the lesson/unit are stated			Teaching by principles: An interactive approach to language pedagogy (Brown, 2007).
	Objectives are specific, achievable, relevant, and time-bound			
4.	Learning Outcomes			
	Competencies (Capaian Pembelajaran) are clearly stated			Approaches and Methods in Language Teaching (Richards & Rodgers, 2001).
	Outcomes reflect desired student competencies			
	Outcomes provide a basis for assessment			
5.	Media and Materials			
	Visual aids are included			The practice of English language teaching (Harmer, 2007).
	Digital tools are included			
	Authentic materials are included			
	Age-appropriateness			
	Alignment with learning objectives			

	Accommodation for different learning styles			
6.	Methods/Techniques			
	Total Physical Response (TPR)			Learning Another Language Through Actions (Asher, 2009).
	Storytelling			
	Games			
	Songs			
	Others			
7.	Steps of Learning Activities			
	Opening activity			An A-Z of ELT: A Dictionary of Terms and Concepts Used in English Language Teaching (Thornbury, 2006).
	Pre-activities			
	Main activities			
	Post-activities			
	Review activity			
	Closing activity			
8.	Assessment/Evaluation			
	Formative assessments			Testing for Language Teachers (Hughes, 2003).
	Summative assessments			
	Evaluation of overall achievement of learning outcomes			
9.	TEYL Principles			
	Implicit learning			Teaching by principles: An interactive approach to language pedagogy (Brown, 2007).
	Meaningful learning			
	Contextual learning			
	Learner-centered learning			

E. Data Analysis

This study uses a narrative approach to analyze the data following four stages as described by Creswell (2012):

1. Examining the raw data

The stories from the participants are obtained and examined to get a general understanding of their experience of using implicit grammar teaching to young learners.

2. Identifying elements of participants' stories

The information from participants' stories is identified to determine the accurate data the study needs.

3. Sequencing or organizing the elements of the stories

The stories are collected based on research discussions and questions about the teacher's experience designing and implementing implicit grammar teaching in English for young learners.

4. Presenting a retold story that conveys participants' experience

This study shows a retold story flexibly to help the audience understand the stories better.