

CHAPTER III

METHODOLOGY OF RESEACRH

A. Form of Research

The research form is very important to start research because includes the result of the research. The researcher proposes the research design used in this research is qualitative research. According to (Cresswell 2014) Research design is a social or human problem investigated in qualitative research, a process of understanding based on several methodological traditions of inquiry using indepth analysis and advanced modeling, the researcher creates language, presents facts in detail, and carries out the research in a natural environment. It means A qualitative research design uses qualitative methodologies to investigate an issue and gather a wealth of information about a phenomenon that occurs in a study setting.

This research uses qualitative research as a research design of this study to observe the teacher's strategy in teaching speaking. Qualitative research is the specific procedure involved in the research process data collection, data analysis but does not use statistical analysis but this type describes the research in a narrative way in describing the results of the research (Creswell 2014). Therefore, the researcher uses the design of the descriptive qualitative method to analyze the strategies used by EFL teachers in teaching speaking skill in implementing the strategy in teaching speaking at SMA Karya Sekadau.

B. Subject of The Research

To choose the participants of this research the researcher explain to the participant probability Sampling Technique, namely purposeful sampling. This subject of research is EFL teachers who use strategies in teaching speaking skill at SMA Karya Sekadau, where the number of EFL teachers at the school amounted to 2 people. Purposeful sampling is a technique of making samples with specific considerations (Creswell 2014). The researcher choosed a sample from the population to simplify the data collecting process. These steps

prosedure include the researcher gave a questionnaire to the teacher and explain the purpose of the research to the EFL teachers. Based on the experience of the researcher in internship activities at SMA Karya Sekadau, there are some students who have good achievements in English and the researcher is interested to know what kind of strategies the teacher used in teaching speaking.

The researcher made initial observation by looking at the conditions of the students in speaking skill, besides that, the researcher got more pieces of information from EFL teachers who teach at SMA Karya Sekadau about the strategies used in teaching speaking skill in the classroom. Based on the experience of the researcher in internship activities at SMA Karya Sekadau, the researcher made initial observation by looking at the conditions of the teacher during teaching speaking activities.

C. Techniques of Data Collection

There are several techniques that used by the researcher in this research in collecting the data, namely:

1. Direct Communication Technique

The second main is an observation which is carried out directly in the classroom. Direct observation is a method of collecting data directly where the researcher or research assistant directly observes the symptoms studied from an object of research using or without a research instrument that has been designed (Zuldafrial, 2012: 32). The researcher use a method to observe the subject in some situations. The researcher make a blueprint and field note as technique to collect of the data collection also took the data by recording or writing what they see during the lesson. A direct technique is conducted through observation and open-ended questionnaire as a way to recognize the teachers' teaching strategies in teaching speaking. The researcher chooses this action to get information about the research held.

2. Indirect Communication Technique

The questionnaire is the second thing in this research. Questionnaire is used to collect data in the form of questions to be answered in this study. The Questionnaire used in this study is Questionnaire open-ended to find out the teachers' strategies. Open-ended question in which allow the participants to provide their own response (Creswell, 2012). the researcher tell the steps in working on it to the participant and then give time for the participant to answer. The questionnaire used is an open-ended questionnaire and made blueprint and thematic Analysis to determine themes and make interpretations into narratives and made research conclusions.

D. Validity

In this study, the researcher utilized a validity test to determine whether the data are credibility. Extension of observation increased perseverance in research, triangulation, discussions, analysis, used of reference materials, and member checks are some methods used to assess the veracity of the data or trust in the data of qualitative research results (Sugiyono, 2016: 121). Data source triangulation, in accordance to Afifuddin (2009:143), make used of a variety of data sources, including archives, questionnaire, observations, and imultiple subjects who are thought to have distinct points of view. The researcher employ observations and questionnaire as data collection.

E. Tools of The Data Collection

1. Observation

In this study, researchers used observation in the tools of the data collection. According to Arikunto (2010) Observation is the most desirable measurement method. Observation is also not limited to people but also other natural objects. The researcher use blueprint and field notes as data collection tools to write down all of the activities during observation. Field notes are written observations recorded during or immediately following

participant observations in the field and are considered critical to understanding phenomena encountered in the field (Allen, 2017). In this observation, the collaborators are Mrs A and Mr.Y as English teachers of SMA Karya Sekadau.

This observation carried out 2 times in the classroom, observations were made in classes X MIA 2 and XI IIS 3 on 23rd and 24th May 2023. Researchers have seen how the activities in the classroom and got some informations about strategies used by EFL teachers at SMA Karya Sekadau.

2. Questionnaire

This research used a questionnaire to obtain information from analyzing teachers' strategies in teaching speaking. According to Riadil (2020), a questionnaire is a tool to measure the behavior in research surveys to get answers from research participants as a data collection technique. The questionnaire is conducted to collect data on the teachers' strategies in teaching speaking, preparation, planning, and implementation, in analyzing teachers' strategies.

The reaseacher used blueprint and questionnaire to collect the data of the participant answers. This questionnaire was conducted using an open-ended question. The researcher gave the participants a questionnaire to fill out and has found information regarding the steps of teaching in the classroom as well as regarding the design of strategies used by EFL teachers.

3. Try Out Instrument

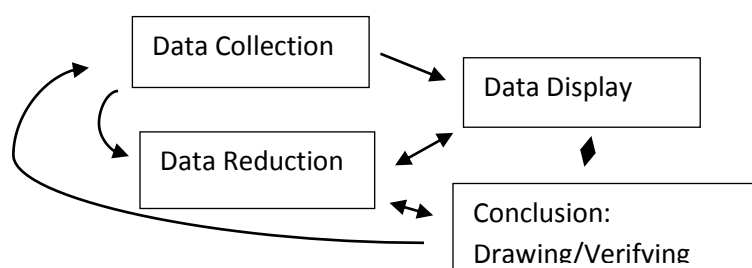
Try out is the test result of valid items that are directly used to test the hypothesis (Wati, 2018). Instrument trials are carried out conducted to determine whether the measuring instruments that have been prepared are excellent and adequate. Whether the instrument is good or bad will affect whether the data obtained is correct, and it determines the quality of the research. The researcher try the instrument out on the non-participant. The non-participant in this research is an EFL Teacher of SMPK St. Gabriel Sekadau. From the trials that have been carried out, the researcher

eliminates several question items and uses question items that can be used in research as listed in appendix . This method systematically analyzes and evaluates whether the instrument items have met what is intended to be measured.

The results of the tryout were given to non-participants, including questions that could be answered and research that could be continued for participants, namely EFL teachers of SMA Karya Sekadau

F. Data Analysis

This study is based on qualitative to achieve the purpose of the research, which is to see teacher's strategies in speaking skill. Data analysis involves reviewing the data collected and synthesizing, and making sense of what is observed. The data analysis in this research used thematic analysis. According to Miles and Huberman (1984) as cited in Sugiyono (2013) the activity of Qualitative data analysis is carried out interactively and takes place continuously until complete so that the data is saturated. The stages in analyzing the data, they are as follows (a) data reduction, (b) data display which is to explain the observation sheet and questionnaire and the third (c) Verification dan Conclusion, this was done by researchers to verify data from questionnaire and observations as well as documentation of research activities. As in the picture below:



Picture: The Component in Data Analysis (interactive model) (Miles and Huberman: 1994).

1. Data collection

First step, the researcher collects the data using observation and questionnaire to describe and interpret the result of qualitative data. Researchers used observation to collect data on the strategies used by EFL teachers in teaching speaking skill, preparation, planning, implementation, obstacles, evaluation, and advantages of the strategies . According to Creswell (2012), the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents, and visual materials, and establishing the protocol for recording information.

2. Data Reduction

a. Observation Sheet

The researcher then moves on to data reduction, the first phase in the data analysis procedure. The researcher picked the key elements in accordance with the research aim after summarizing the data gathered from the field. The purpose of this study was to learn more about the strategies use by EFL teachers' strategies in teaching speaking skill.

b. Questionnaire

The researcher initially transcribed the respondent's response in order to condense the questionnaire. The researcher categorized or assigns a theme to each respondent's response after transcribing their response. The purpose of this study was to learn more about the strategies used by EFL teachers' strategies in teach speaking skill.

3. Data Display

a. Observation Sheet

After decreasing the researcher do data display. The researcher offers data that is well-organized and understandable at this stage. According to the aspect seen, the researcher provided a narrative explanation or description of the observation data.

b. Questionnaire Guideline

Data visualization serves to help readers understand the research. The researcher developed, thematic analysis and narrative explanations or descriptions for each theme in the respondents' responses using the data collecting results that had been categorized.

c. Verification / Conclusion

The researcher came to conclusions at this stage based on the data collection, which included an observation, and questionnaire. In order to draw conclusions, the researcher also analyzed the information from the observation and questionnaire. Based on the data that had been examined, this conclusion was reached. This study's result provides an answer to the problem's formulation.

4. Research Procedure

At the stage of qualitative research, that there are three stages, namely pre-field, fieldwork stage, and data analysis stage (Sidiq & Choiri, 2019).

a. Stage of Pre-field

In this stage, the researcher found the problem through a survey conducted based on the experience of teaching internship at SMA Karya Sekadau. Then the researcher formulated the problem from the research background to find out the strategies of the English teachers during teaching speaking skill activities in applying the strategies used in the classroom. In the next session, the researcher choosed the research location, determine the technique to be used for data collection, arrange research permits, prepare research equipment such as observation sheets, questionnaire guideline, recorders, and photo cameras.

b. Stages of Field Work

At this stage, the researcher do the research by collecting data from observation and questionnaire, as follows:

- 1) The researcher ask permission to two EFL teachers and to research data collection.

- 2) The researcher do an observation during teaching and learning activities by EFL teachers in the classroom.
- 3) The researcher gave a questionnaire for EFL teachers with a total 10 questions, the EFL teachers fill the questionnaire time is one day for each teacher with 10 questions and then, the total EFL teachers' in time is 2 days required by the researcher.
- 4) The researcher will compile the results of the data that has been collected.

c. Stage of Data Analysis

At this stage, the researcher do analyze the results of the data that have been collected using the theory of Miles & Huberman. The stages of qualitative data analysis are data collection, data reduction, data display, and conclusion.