

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **1. Research Design**

The research design 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 Yusuf (2017), states that qualitative research is the type of analysis that does not use statistic analysis, but this type narratively describes the research results (p. 43). So, in this research, the researcher described the findings based on the tool of data collection in a narrative manner.

To explain characteristics and phenomena, the researcher used the type of descriptive research. Descriptive research is research that investigates a condition purely and the results will be presented, in addition, the researcher does not change, add, or manipulating toward object or area of the research, the research only explains what is happening in the field or region (Arikunto, 2013, p. 3).

This research used a descriptive and qualitative method of analysis, thus, this thesis collected the data, analyzed them, and drew a conclusion based on the data. The qualitative method is an inquiry strategy that emphasizes the search for meaning or description of a natural phenomenon by using several ways that are presented in a narrative manner (Sidiq and Choiri, 2019, p. 4). By using the qualitative method and the technique of collecting data used by triangulation, it will be more secure. Besides that, the data obtained will be tested the

credibility, and the research will end after the data is saturated, then the certainty of the data will be obtained (Sugiyono, 2017, p. 25).

Therefore, the researcher used the design of the descriptive qualitative method to analyze the strategies used by EFL teachers in teaching speaking and to find out the problems faced by EFL teachers in implementing the strategy to teach speaking at senior high schools in the Pemangkat sub-district.

## 2. Subject of Research

This subject of research is EFL teachers who use strategies in teaching speaking skill at senior high schools in the Pemangkat sub-district.

**Table 3.1 Table of Research Subject**

Senior High School in Pemangkat Sub-District		Total of EFL Teacher
State Schools	SMA Negeri 1 Pemangkat	2
	SMA Negeri 2 Pemangkat	1
Private Schools	SMA Sentosa Pemangkat	2
	SMA Amkur Pemangkat	2
The Numbers of Subject Research		7 EFL Teachers

From the table above, in the Pemangkat sub-district, there are two types of schools, namely state schools and private schools. In state schools there are two schools, they are SMA Negeri 1 Pemangkat has two EFL teachers and SMA Negeri 2 Pemangkat has only one EFL teacher. In private schools there are also two schools, namely SMA Sentosa Pemangkat and SMA Amkur Pemangkat, each of which has two EFL teachers. Therefore the number of English teachers in each school used as the research subject is seven EFL teachers at senior high school in Pemangkat Sub-District.

Based on the experience of the researcher in internship activities at SMA Negeri 1 Pemangkat, the researcher made initial observation by looking at the conditions of the students in speaking skill, Besides that, the researcher wants to get more pieces of information from EFL teachers who teach at senior high schools in the Pemangkat sub-district about the strategies used in teaching speaking skill and the problem faced during applying the strategies used in teaching speaking skill in the classroom.

1) SMA Negeri 1 Pemangkat

The researcher took two EFL teachers, Mr. Sabirin (S.B.R), in this school he teaches English to eleventh and twelfth-grade students both IPA and IPS, he has been teaching for 30 years. While Mr. Syafarudin (S.R.D), he teaches English to tenth-grade students both IPA and IPS, and he has been teaching for 22 years.

2) SMA Negeri 2 Pemangkat

This school has one English teacher because this school was just built-in 2016. She is Mrs. Elin Sofyanti (E.L.N), she teaches all grade students in English class that has been teaching for 5 years.

3) SMA Sentosa Pemangkat

In this school, the researcher took two EFL teachers, Mr. Julianto (J.L.T), who teaches English in eleventh and twelfth-grade students both IPA and IPS, he has been teaching English for 5 years, and Mr. Habibi (H.B.B), he teaches in tenth-grade students both IPA and IPS, he has been teaching for 13 years.

4) SMA Amkur Pemangkat

The researcher took two EFL teachers, Mr. Mulyadi (M.Y.D), he teaches eleventh and twelfth-grade students both IPA and IPS that have been teaching for 32 years. Mrs. Yuliana Emi (Y.E), she teaches tenth-grade students both IPA and IPS, she has been teaching English for 2 years.

### **3. The Source of Data**

The data sources are very significant in this research. The researcher cannot get information without knowing the sources of data. The source of data in the research is where the subject can be obtained. If the researcher uses questionnaires and interviews in data collection, the data sources are called respondents, both written and oral questions (Arikunto, 2013, p. 172).

In this research, the researcher used questionnaires and interviews as tools to collect the data to obtain the data from the subject of research. The sources of data are categorized as two things below:

#### **1) Informant**

The position of the informant as a source of research data is very important to obtain information. In this research, the informant referred seven EFL teachers at senior high schools in Pemangkat sub-district as the research subject and give information to the data.

#### **2) Documentation**

The technique of collecting data with documentation is the retrieval of data obtained through documents (Hardani et al., 2020, p. 149). In this research, the researcher used answer results from the question sheets and interview transcripts from the voice recorder as the documentation to the data sources.

#### **4. The technique of Collecting the Data**

##### **1. The technique of Data Collection**

In qualitative research, the data collection is carried out under natural conditions, primary data sources and data collection techniques are applied by interviews, questionnaires, observation, and documentation (Sugiyono, 2017, p. 225). In determining the data collection procedure, the researcher uses qualitative data collection. In this research, the data collected by interview, questionnaire, documents, and combination among them or triangulation. Even though a questionnaire commonly uses a quantitative approach, but in this research, it was analyzed in qualitative as the supporting instrument of collecting data.

##### **2. Tools of Data Collection**

Sugiyono (2017), states that in qualitative research, the instrument of the research is the researcher, but after the focus of the research becomes clear, the research instrument will be developed to complement the data and compare the data that has been found in data collection (p. 223). Therefore in this research, the researcher needed a blueprint of interviews and questionnaires, and complete documents, as follows:

###### **a. Interview**

In this research, the researcher used the interview for the EFL teachers. Interviews were conducted to ask about various teaching strategies used in teaching speaking skills, problems, and how to solve teachers' problems in using teaching strategies in speaking skill. The researcher used the type of unstructured

interview in this research to obtain more information. According to Sugiyono (2017), an unstructured interview is an independent interview in research, in the sense that the researcher does not use interview guidelines that have been arranged systematically and completely in data collection (p. 140). In this interview, there are 15 questions that the researcher adopted a list of questions from Arodjiah (2020). The questions can be said to be valid because it can answers the research questions. In this research, the researcher conducted interviews face to face.

**Table 3.2 Interview Blueprint**

<b>The Strategies Used By EFL Teachers in Teaching Speaking Skill</b>		
<b>No</b>	<b>Indicators</b>	<b>No Item</b>
1	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students	1,2,3,4
2	Choosing a learning approach system.	5
3	Selecting and determining procedures, methods, and teaching techniques.	6,7,8
4	Establishing norms and minimum limits of success or criteria and standards of success.	9,10,11

**Table 3.3 Interview Blueprint**

<b>The Problems Faced By EFL Teachers in Teaching Speaking Skill</b>		
<b>No</b>	<b>Indicators</b>	<b>No Item</b>
1	Inhibition	12
2	Nothing to say	13
3	Low or uneven participation	14
4	Mothertongue use	15

b. Questionnaire

The researcher used open-ended questions on the questionnaire that will be addressed to the EFL teachers at Senior High School. The open-ended questions can ask some questions that are closed-ended and open-ended. It means open-ended is used to permit exploring reasons for the closed-ended responses and identify people responses that might have that are beyond the responses to the closed-ended questions (Creswell, 2012, p. 220).

The researcher used open-ended questions to get more information about EFL teachers' strategies in teaching speaking skill and the questions that were asked to obtain this data are how the teacher's strategies were used in teaching speaking skill, the problems, and how the teachers overcame problems in applying the strategies teaching speaking skill. In this research, there are 21 questions where the researcher adopted the



question from Arodjiah (2020). The questions can be said to be valid because it can answers the research questions.

**Table 3.4 Questionnaire Blueprint**

<b>The Strategies Used By EFL Teachers in Teaching Speaking Skill</b>		
<b>No</b>	<b>Indicators</b>	<b>No Item</b>
1	Identify and establish specifications and qualifications for the expected changes in behavior and personality of students	1,2,3,4
2	Choosing a learning approach system.	5,6
3	Selecting and determining procedures, methods, and teaching techniques.	7,8,9
4	Establishing norms and minimum limits of success or criteria and standards of success.	10,11,12

**Table 3.5 Questionnaire Blueprint**

<b>The Problems Faced By EFL Teachers in Teaching Speaking Skill</b>		
<b>No</b>	<b>Indicators</b>	<b>No Item</b>
1	Inhibition	13,14

2	Nothing to say	15,16
3	Low or uneven participation	17,18
4	Mothertongue use	19,20,21

c. Document

During this research process, the researcher used qualitative documents to collect data. According to Creswell (2012), states that documents consist of public and private records that qualitative the researcher obtain about a site or participants in the research, and they can include newspaper, minutes of the meeting, personal journals, and letters (p. 223).

The document needed as supporter method to get the data because it can be obtained the histories of data. In this research, the documents that were needed are EFL teachers' results of filling out questionnaires, recording voice, photos during conducting face-to-face interviews, and transcripts from the interview.

## 5. Validity of the Research

The validity of the research is needed to measure whether the data collected is relevant or not. Sugiyono (2017), states that in qualitative research, the data can be declared valid if there is no difference between what the researcher reports and what happens to the object under research (p. 268). Thus, the researcher chose triangulation to measure the validity. According to Creswell (2012), triangulation is the process of corroborating evidence from different individuals, types of data, or

methods of data collection in description and themes in qualitative research (p. 259). Arikunto (2013), claims that when using triangulation techniques, the researcher uses different data collection techniques to obtain data from the same source.

Therefore, in this research the researcher used the triangulation of method. The researcher combined three data collection, namely questionnaire, interview, and documentation by the same data source. In order to the data collection is in the same portions, the researcher compared three methods of collecting data with the result it can be said valid.

## **6. The technique of Data Analysis**

In this research, the researcher described, explained, understood, and interpreted the object or event to which the researcher data refers. Therefore, data analysis in every research is important to elicit real and structural information based on the research question. According to Sugiyono (2014), data analysis is research conducted before entering the field, during the field, and after completing the field of the research (p. 89).

In this research, the researcher used descriptive qualitative analysis, to analyze the data the researcher used the theory from Miles and Huberman (1984) as cited in Sugiyono (2017), there are three steps to qualitative data analysis (p. 246), as follows:

### **1) Data Reduction**

As the data had been completely collected, the researcher proceeds to the first step of the data analysis process, known as data reduction. Here, the researcher summarized the important

things and provides a clearer description so that it can make it easier for the researcher to display data. By reducing the data, the researcher summarized the important things and makes some categories.

To reduce the questionnaire data is the researcher categorized each respondent's answers. Meanwhile, to reduce the interview data, the researcher transcribed the respondent's answer first. After that, the researcher categorized or gave a theme to each respondent's answers. After the data questionnaire and interview were categorized, the researcher combined three data collections from the questionnaire, interview, and documentation to check data validation.

## 2) Data Display

After the data reduction process, the next step in qualitative data analysis is data display. At this point, the researcher presented the data that was organized well and it is easy to understand. Besides, the purpose of data display is to enable readers to understand the research. From the results of data collection that had been categorized, the researcher explained or described each theme of the respondents' answers in narrative form.

## 3) Conclusion / Verification

At this step, the researcher made conclusions based on the data collected, namely an interview, questionnaire, and documentation. The researcher also interpreted the data from the interview and questionnaire to make conclusions. This conclusion was made

based on the data that had been analyzed. The conclusion in this research can answer the formulation of the problem.

## **7. Research Procedure**

At the stage of qualitative research, Lexy J. Moleong as cited in Sidiq and Choiri (2019), states that there are three stages, namely pre-field, fieldwork stage, and data analysis stage (p. 24).

### **1) Stage of Pre-Field**

At this stage, the researcher found the problem through a survey conducted based on the experience of teaching internship at SMA Negeri 1 Pemangkat. Then the researcher formulated the problem from the research background to find out the strategies of the English teachers and to find the problem of the English teacher in applying the strategies used in the classroom. In the next session, the researcher chose the research location, determines the technique to be used for data collection, arranges research permits, prepares research equipment such as questionnaires, question sheets for interviews, recorders, and photo cameras.

### **2) Stages of Field Work**

At this stage, the researcher conducted research by collecting data.

- a. The first step of the procedure in conducting the research, the researcher gave a research permit to each headmaster at senior high schools in the Pemangkat sub-district.

- b. In the second step, the researcher asked for permission from seven EFL teachers as a research subject at senior high schools in the Pemangkat sub-district.
- c. In the next step, the researcher gave questionnaire sheets to EFL teachers at senior high schools in the Pemangkat sub-district.
- d. In the next session, the researcher conducted the interview session with EFL teachers at senior high schools in the Pemangkat sub-district.

### 3) Stage of Data Analysis

After the data was collected, the researcher has analyzed the results of the data that had been collected using the theory of Miles and Huberman. The stages of qualitative data analysis are data reduction, display data, and conclusion. So that, the research questions of this research could be answered, and the purposes of this research could be achieved based on the result.