

CHAPTER III

RESEARCH METHODOLOGY

It is essential to discuss some aspects related to research methodology. Thus, this section discusses the methodological aspects of this research. It begins with the research design to describe how the study was carried out. The second relates to the participants involved and research setting in the study. The third is data collection method. The fourth part includes the validity and reliability of the study. Subsequently the last part explains the technique used to analyze the data.

3.1 Research Design

The main objective of this study was to investigate in depth the strategies used by the teachers to teach language particularly English as a compulsory foreign language subject to be taught besides Arabic in *Pesantren* at junior high level (*Madrasah Tsanawiyah* level). To meet the objective a qualitative design is considered appropriate, since this design can provide a 'deeper' understanding of social phenomena (Silverman 2005). It also allows the researcher to work with more than one data-collecting method. McDonough and McDonough (1997 in Ahlsen and Lundh 2007) say that qualitative research usually gathers observations, interviews, field data record.

This study employed a case study design because it was carried out in a small scale that is a single case and it was focused on one particular instance of educational experience and practice only in two *pesantrens*.

3.2 Data Collection

3.2.1 Research Sites

This research was carried out in two *pesantrens* that belong to an Islamic organization in Bandung, West Java. The *pesantrens* were chosen mainly because of its practicality and accessibility. Since the researcher is a member of the organization and has been teaching for more than three years, it was relatively easy to conduct the research. In addition, the result of this study will be of importance for the *pesantren* in improving the quality of teaching and learning English

3.2.2 Subjects

The subjects of this research were English teachers in those two *pesantrens*. In *pesantren* number 1, there were three English teachers for three grades of *madrasah tsanawiyah* level. But only the third grade teacher who was willing to be observed. In addition, the researcher found another *pesantren* teacher to obtain more data. She teaches in the second grade. The writer took these two teachers as participants of the study. The primary goal was not to compare the teachers, but to obtain an in-depth understanding of each teacher in terms of the phenomenon under the study. It attempted to obtain as many data as possible about the teaching principles of EFL in *pesantren*, instructional strategies to teach comprehension and vocabulary development and the assessment carried out in the classroom.

3.2.3 Procedure

The data of this research were collected from two procedures: classroom observation and interview.

3.2.3.1 Classroom Observation

The classroom observation, as Alwasilah (2006) stated, is conducted to draw a conclusion about meaning, respondents' perspective and event or processes that have been observed. Through observation, the writer could get the invisible understanding or *tacit understanding*, theory-in-use and respondents' perspectives that could not be exposed by interview or survey.

The classroom observation was in form of non-participant observation, where the writer did not involve in the activities. She just sat down at the back to observe the whole activities. It was done four times during the teaching of English subject. Each observation lasts for about one and half hour in one meeting. Since the observation took place in the presence of students, the researcher first introduced herself and the reason for visiting their lesson and make sure to explain the purpose of the observation in general terms as suggested by Bailey (2001). The classroom observation was intended to get descriptive features of teaching strategies used by teacher in the classroom and it is also to identify the strengths and weaknesses of the strategies. In collecting data from observation the writer used two ways of collecting the data. The first was audio recording and field note taking.

In *pesantren* one, the classroom observation was started at March 7th 2009 and finished at April 14th 2009. This was stopped because the third grade would follow the national exam by the third week of April. Field note taking was found more effective ways of collecting the data in this *pesantren* because of several reasons such as condition of classrooms and condition of the students. It was impossible to record the process. The class was full of students so the teacher was not able to go around the class. She just stood in front of the classroom and so did the writer. She just sat at the back row of the classroom and wrote very moments of the teaching and learning process.

In *pesantren* two, the writer was able to record the teaching and learning process. Before taking the recording, the writer explained to the students that their activities will be

recorded but in order to get the natural data, she further explained that the process of teaching and learning should be held as usual. The classroom observation was started at the end of the second semester that is June 14th 2009 and finished at the beginning of the first semester of New Year of education that is August 9th 2009. This was done because of the time that the subject given to the writer. There are four recording and all the recordings were transcribed for further analyses (Appendix 1).

3.2.3.2 Interview

To gather more detailed information that could not be attained by the observation and to cross-check the information found in the observation, the writer employed a guided interview with semi structured questions in order to collect data of qualitative nature; explanations rather than yes-no answer. Through this way of interviewing, it was hoped that the study has a rich collection answer to be analyzed.

Both teachers were interviewed in the different time and location. To get teachers' beliefs and guiding principles for English teaching in *pesantren* teachers were asked two questions. The first question was aimed to explore teachers' beliefs about English teaching in *pesantren* in general. The second question was proposed to seek information about the guiding principles for teaching English in *pesantren*. The third question was aimed to get the instructional strategies used by the teachers to teach English in classroom activities. The result of this interview was also used as a cross-check technique to the information found from the observation.

The question comprised some points of teaching learning practices observed beforehand. The aim was to clarify the extent to which the teacher had applied certain strategies in his/her teaching practice. The questions in the interviews were designed and

structured in advance although there was also a stage for follow-up questions depending on the interviewees' answers.

3.3 Data Analysis

The data analysis is very important to interpret or to give the depth meaning of the data collected. The process of data analysis comprises arranging, organizing, categorizing, and interpreting or giving meaning. Glaser and Strauss (1994), , claim that the focus of analysis is not merely on collecting or ordering a mass of data, but on organizing many ideas which have emerged from analysis of the data (Lynch, 1996).

The data from the classroom observation was intended to identify strategies of teaching English and the assessment in the classroom, particularly in teaching comprehension and vocabulary development. The data from observation were transcribed, classified and categorized to be analyzed and interpreted under the theory of teaching reading comprehension and vocabulary development in EFL context.

The data from the interviews were used to analyze teachers' understanding on the principle theories of EFL teaching and the theories of language assessment. The data from interviews were also used to analyze their consideration for applying certain instructional strategies in teaching comprehension and vocabulary development compare to others. The data from interview were analyzed in several steps. The first step was to put the interview questions into categories. Then a thematic analysis was developed, when the researcher categorized interviewees' comment into themes. All other data were subsequently presented in a condensed body of information and then were interpreted and analyzed under the theory of instructional strategies for teaching comprehension and vocabulary development in EFL context.

3.4 Concluding Remarks

This chapter has discussed the methodology of the research that use of a qualitative design case study as its method and approach. The data were collected through classroom observations and interviews, and then analyzed under the theory of teaching comprehension and vocabulary development, the principles of EFL teaching and the language assessment. The findings and the analysis will be discussed in the next chapter.

