

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the method used to discover classroom management challenges of pre service teacher and how does the pre service teacher manage the classroom in the teaching English speaking. In details, this chapter explains research problems, research design, participants, research instruments, data collecting procedures, and data analysis.

3.1 Research Questions

The study is conducted to investigate the pre-service teachers' classroom management challenges in teaching speaking at a senior high school in Bandung. The problems to be investigated are formulated into a research questions as follow.

1. What are the challenges faced by the pre-service teacher in managing classroom in teaching English speaking?
2. What are the pre-service teachers' strategies in improving classroom management in teaching English speaking?

3.2. Research Design

The research methodology used in this study was descriptive research and analyzed in qualitative approach. Qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences (Creswell, 2009). It is less structured in the description because it formulates and builds new theories. The goal of qualitative description is to produce a straightforward description of participants' experiences in words as similar to what the participants said as possible.

The research focus on case pre-service teacher classroom management challenges in teaching speaking at a senior high school in Bandung. To get the

data, classroom observations and interviews are required to find the challenges experienced by the pre-service teacher, which appear in the process of teaching English speaking.

3.3 Research Participant

The participant in this research was the pre-service teacher in a senior high school in Bandung. The participant is a male pre-service teacher, he is a student of the English education department from Indonesia University of Education. The participant's age was 22 years old and he was in his ninth semester when he takes a teaching practicum program or PPL. The participant taught two classes of the tenth grade students for one semester in school and had no experienced before in teaching English to the tenth grade students, but he has attained a pre-practicum course in the university. The pre-service teacher participate in eight classroom observations and interviews. He was willing to fully participate in this research.

3.4 Data Collection

There are two instruments used for collecting data in this research, these instruments included classroom observations and interviews. Each will be explained below.

3.4.1 Classroom Observation

The classroom observation was conducted by observing the way teaching and learning were conducted in the class. According to Creswell (2009) observation defined as the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher chooses to use this instrument based on its advantages such as include the opportunity to record information, observe the action and behavior, as the actual event. The observation of pre-service teacher was conducted in X Mia 2 and X Mia 4. The participant was observed eight times during the research. Observation lengths were +/-80

minutes each session. The classroom observations' focus was based on the research question. It is taped for transcription purpose and the description of the observations written as narratives.

3.4.2 Interview

The teacher interview was conducted right after the class observation in order to get the depth information related to classroom management challenge experienced by the pre service teacher which appear in the process of teaching speaking English. In seeking a very complete response, Harrel and Bradley (2009) said that interviews permit the researcher to ask for emphasis. The researcher might directly ask someone how strongly they feel, or might ask them to prioritize issues or assign weights to different issues. The interviews covered the challenges faced by the pre-service teacher in managing classroom in teaching English speaking and pre-service teachers' strategies in improving classroom management in teaching English speaking

In this study, the interview was designed as semi-structured interviews, it includes an outline of topics or issues to be covered, but the interviewer is free to vary the wording and order of the questions. Then the data from interviews were audio taped and later transcribed.

3.5 Data Analysis

Data analysis was conducted after collecting all data from transcription of classroom observation, and teacher interview. The writer identified the challenges experienced by the pre service teacher, which appear in the process of teaching English speaking in helping manage the classroom in teaching English speaking. The findings will be presented into deep conclusions and suggestions.

In analyzing data collecting, both classroom observation and interview, the writer using Miles and Huberman (1994, in Jonker and Pennink 2010). As Jonker and Pennink (2010) define data analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/ verification.

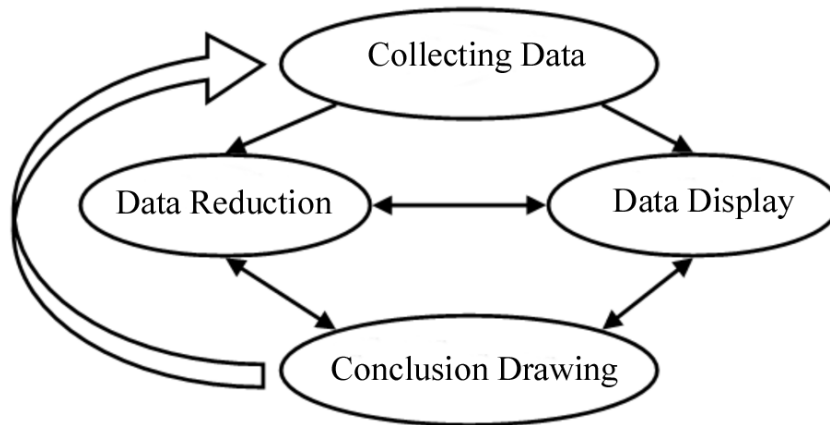


Figure 3.1 Miles and Huberman’s Components of data Analysis

3.5.1 Data Reduction

According to Miles and Huberman (1994 in Jonker and Pennink 2010), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in writing up field notes or transcriptions. In data reduction step, the writer selecting the important data from large amounts of raw data collected in classroom observation to determine what the data mean. After looking for meaning in the classroom observation data, it will lead the writer to conduct the interview in order to look more deeply information related to classroom management challenges that faced by pre service teacher in different ways, to answer deeper questions than originally conceived in classroom observation. After the data reduce, then it will be displayed for an analysis.

3.5.2 Data Display

In Miles and Huberman (1994, in Jonker and Pennink, 2010), data display is the second component of data analysis. It is an organized, compressed assembly of information that permits conclusion drawing. Most frequently qualitative data are displayed as narrative text, which tends to overload people’s information-

processing capabilities. The data are displayed in order to make an easier reading, the use of the data from data that was collected and reduced.

3.5.3 Conclusion Drawing and Verification

Miles and Huberman describe the third type of data analysis activity as drawing and verifying conclusions. Similarly, Goetz and LeCompte (1984, in AECT, 2001) include writing up the study in their chapter on the analysis and interpretation of data, and integrating and interpreting the study. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. In this stage, the writer summing up the data, how does the pre service teacher manage the classroom in the teaching English speaking will be provided as the findings. The data that were collected is revisiting to cross-check or verify these emergent conclusions. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their 'confirmability' - that is, their validity" (Miles and Huberman, 1994 in Jonker and Pennink 2010).

3.6 Concluding Remark

This chapter has elaborated the research question, research design, participants, data collection, which consisted of classroom observations and interviews, data analysis procedure, which consisted of data reduction, data display, and conclusion drawing and verification. The next chapter discussed the findings and discussion of the research.