

CHAPTER III

RESEARH METHODOLOGY

This chapter presents the research methodology which will be used in this study. It is an overview of the research design, research site and participant, data collection, and data analysis.

3.1 Research Design

The study used qualitative research methodology. Heigham and Croker (2009) stated that this research methodology “enables the researcher to collect data to paint a richly descriptive picture of their participants’ world (participants, setting, and series of events) so that it gives readers a sense of entering participants’ world and sharing the experience of being there with them” (p. 9). As Silverman (2013) stated that “qualitative research consists of many different endeavors, many of which are concerned with the ‘objective’ study of realities which in some sense are ‘objective’ (p. 6). The purpose of this study is to discover new insights of the way teacher employs video in the speaking class.

The qualitative research approach that was used in this study is descriptive study approach to find out how do teacher employs video as the instructional media, what challenges does the teacher encounter in using the media, and how the teacher overcomes the problems. The researcher investigates a phenomenon in real situation of senior high school in suburban area regarding the used video as the instructional media. As said by Ary et al. in Kirana (2010) states that descriptive research designed to obtain information concerning the current status of phenomena. It is aimed to create comprehensive summary an event in everyday terms of those events. In qualitative descriptive study, language becomes a vehicle in delivering and conveying facts in coherent and useful manners.

3.2 Research Site and Participants

The study will be conducted in a senior high school in West Bandung Regency. This school was chosen because researcher obtained quite a wide access into this school compared to other school. Moreover, this school provides complete language laboratorium facilities to show video as instructional media in teaching. The school itself has already provided Language Laboratory with quite complete facilities. The laboratory is equipped by LCD, projector, PC, speakers, and headphones. Unfortunately, there is only one English teacher who is capable to teach using video in this school. The teacher has been teaching English for fourteen years at the school. Therefore the teacher can be defined as experienced teacher. The purpose of choosing this school is to investigate how the experienced teacher employs video as the instructional media in the class; what obstacle that the teacher encounters; and how to overcome the problems. Therefore, the use of audio visual media in this school will be presented in the result of this study.

3.3 Data Collection

The data collection techniques used in this study were observation, interview, and document analysis. The participant of the study is an English teacher of Padalarang 1 Senior High School who has been teaching for at least ten years at the school. The data which is needed are the teacher's preferences on employing audio visual media in teaching, The data is collected after three times classroom observation using video recorder, in depth interview using voice recorder, and document analysis using a series of lesson plans used by the teacher.

3.3.1 Observation

In this study, classroom observation is used to identify information regarding how teacher utilize video as the instructional media in the classroom. This classroom observation

employs overt observation where the participant is told about the observation that teacher's way in teaching will be observed. It is to clarify the presence of the researcher in the classroom where the teaching and learning occurred. The study is a non-participant observation. It is conducted where the researcher acts as a complete observer, who doesn't participate in classroom activities (Gold, 1958, in Heigham and Croker, 2009, p. 167).

During the observation, the researcher provides two instruments, that is, observation sheet and set criteria for video appropriateness by Stempleski (1987) (See Table 2.2 in Chapter 2).. The researcher will categorize the data from observation in some categories related to the use of video in the speaking class. The categories included the selection of video referenced to Smaldino et al. (2012), and procedure of employing video in teaching speaking referenced to Sands (1956).

Table 3.1
Classroom Observation Rubric for Teaching Using Video

	Criteria	Description
1. The teacher provides well-prepared video	<ul style="list-style-type: none"> ✓ The video have been ready to use before class starting ✓ The video are relevant to the material ✓ Prepare back-up media, just in case the video prepared are not functioned well 	
2. The teacher is competent in choosing video	<ul style="list-style-type: none"> <input type="checkbox"/> The video is readily available in the school <input type="checkbox"/> The teacher chooses video which are appropriate with the material <input type="checkbox"/> The teacher chooses the video which are appropriate with the instructional goal <input type="checkbox"/> The teacher chooses the video which are suitable with students 'characteristics <input type="checkbox"/> The teacher chooses the video which are suitable with the size of class <input type="checkbox"/> Video used is readable by all of students in the class <input type="checkbox"/> The content of the video is up-to-date <input type="checkbox"/> The video attracts students attention 	

3. The teacher is competent in using video	<ul style="list-style-type: none"> ✓ The teacher know how to use or to operate video ✓ The teacher utilize video by herself ✓ The teacher doesn't need a long time to utilize video ✓ The teacher doesn't make much error in utilizing media ✓ The teacher lets the students interact with the video 	
4. The teacher uses video effectively and efficiently	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher doesn't use the video for too long in one time <input type="checkbox"/> The teacher use video only to stress key point of the lesson <input type="checkbox"/> The cost for providing video is affordable <input type="checkbox"/> The video helps students to acquire the lesson 	

Adapted from, Aini, Nurul. (2013). *Instructional Media in Teaching English to Young Learners*. Bandung: Universitas Pendidikan Indonesia.

In this study, observation was taken three times of teaching and learning process. The reason of taking three times classroom observation is to see the consistency of the teacher's procedure in employing the media and to see the variety of video viewing activity. The classroom observation is conducted in one class of the eleventh grade. The analysis will be concern in categorizing the teacher's way in employing video as the instructional media and how the teacher employs this media in teaching speaking class. This data will be interpreted to answer the research question. Below are the schedules for classroom observation of using video as the instructional media in speaking class:

Table 3.2
Classroom Observation Schedule

No.	Date	Topic	Activities
1.	16 th January 2016	Introduction to	The teacher showed video about an

		Information Report: “Ocean Animal”	ocean animal. She invites the students to share their findings about ocean animal. She present a written text based on the video. She explained the structure of the text. She give some examples of information report and asked the students to pointed out the structure of the text.
2.	23 rd January 2016	Language Focus of Information Report: “Natural Disaster” (Present Tense & Passive Voice)	The teacher showed a video about natural disaster. She gave some question and asked the students to answer the provided questions after watching the video. She discussed the answer. She played the video again and stopped the video to focus on the language use. She discussed about present tense and passive voice. She gives the students an exercise regarding the language use of present tense and passive voice.
3.	30 th January 2016	Information Report: “Wild Animal”	The teacher showed a video about a wild animal. She invited students’ opinion about the content of the video. She asked the students to answer some questions regarding the video. Finally, she asked the students to do role play based on the video.

3.3.2 Interview

The interview was chosen because it provides the researcher a deeper explanation which cannot be covered by observation. Silverman (2013) discussed “naturalist approach treats interview in the sense of the literary genre whose aim is to describe the ‘gritty’ reality of people’s lives that presents confessional stories as new facts of personalities” (p. 238). As Alwasilah (2012) stated that “interview was used to collect other information that might undiscoverable through observation” (p.110). in this study, one on one interview was employed. According to Creswell (2008), one on one interview is “a data collection process in which the writer asked question to and recorded answers from only one respondent in the study” (p.218).

This study used semi-structured interview which allows researcher to generate series of questions to be asked and provide flexibility to let the respondent lead in much the same way as in an open interview (Heigham and Croker, 2009, p. 186). The semi-structured interview was taken for sixty minutes long after three times of classroom observation. The interview used Indonesian to avoid misunderstanding and misinterpret from the respondent. Also, using Indonesian is not seen as a barrier in getting the answers the researcher intends to get because the respondent can easily express her idea without encounters difficulties compared to explaining through English.

Here is the list of questions of semi-structured interview:

- 1) What is your last educational degree?
- 2) How long have you been teaching in Padalarang 1 Senior High School?
- 3) Have you ever taught in another school/institution?
- 4) What kind of preparation do you do before teaching? Do you make lesson plan before teaching?
- 5) Do you have special time to prepare teaching media? If don’t, could you tell the reason why?

- 6) What kind of purposes do you seek in using video as your instructional teaching media?
- 7) What is your consideration in selecting the video for students?
- 8) What is the characteristic of your students? In what ways do you mind the students' characteristics into your teaching?
- 9) Why do you prefer to use video than any other instructional teaching media?
- 10) In your opinion, is video a good instructional media for teaching speaking skill? Could you explain the reason why?
- 11) How is the students' response toward the use of video in the classroom?
- 12) What kind of educational video that students mostly interested?
- 13) What kind of practical techniques do you usually use in applying video in the classroom?
- 14) What kind of influence does the video give toward students' learning objectives?
- 15) By using video, does the teaching and learning process become more effective, for example: the learning material is easier to be delivered, or even harder?
- 16) What kind of facilities does the school provide to support English learning and teaching process, especially in teaching speaking?
- 17) What problems do you encounter in teaching speaking?
- 18) How do you solve the problems encountered during teaching speaking?
- 19) What problems do you encounter in employing the video as the instructional media in teaching speaking?
- 20) How do you solve the problems encountered during the implication of video in speaking class?
- 21) What are educational values do you find from employing video in teaching speaking?

To analyze the data taken from in-depth interview, researcher will transcribe the data into interview script. After that, the data will be categorized related to the use video by

teacher as an instructional media in teaching speaking. Then, it will be interpreted to answer the research question.

3.3.3 Document Analysis

Document analysis is used to collect data about teachers used video and teachers' lesson plan which consists of the procedure in employing the audio visual media in the classroom. Document analysis was used to see the consistency of the way teacher is teaching in what is written in the lesson plan and what is taught practically in the classroom. Creswell (2008) pointed out that:

“Documents represent a good source for the text data for a qualitative study in which they provide the advantage of being in the language and words of the participants, who usually given thoughtful attention to them and that they are also ready for analysis without the necessary transcription that is required with observational or interview data” (p. 233). In analyzing teacher's documents, researcher will identify and categorize the lesson plan to see whether there are meaningful changes made between the lesson plan and the real classroom situations.

3.4 Data Analysis

The instruments used in this study to collect the data are observation, interview, and document analysis. All of these instruments produce data in different forms. First, in classroom observation, the data is produced in field notes. Second, the one-on-one interview produces data in interview script. Last, the document analysis produces data in rubric form.

According to Creswell (2008), there are number of steps in analyzing the data collection, “they are collecting data, preparing data for analysis, reading through data, coding the data, and coding the text into description to be used in the research findings” (p. 237). Therefore, the data taken from those instruments will be analyzed through the steps stated above to answer the research question.

The first step is collecting the data. The researcher conducted the classroom observation, one on one interview, and gathering lesson plans used by teacher in teaching and

it was done aiming to gather data from those instruments. Second step, the researcher began to prepare the data for analysis. The data obtained from the classroom observation was derived into field notes, data taken from one-on-one interview was transcribed into interview script, and data taken from lesson plan was derived into lesson plan rubric. The next step is reading through the data. The researcher ought to read the whole data to gain comprehensive understanding towards the data. The fourth step is coding the data. The researcher coded the data to figure the major information contained from the data. Lastly, the researcher coded the data into longer and more specific description to be included in research report.