

CHAPTER III

RESEARCH METHODOLOGY

This section discusses the methodical aspects of this research. It begins with formulation of problems which represents the matters under investigation. The second part relates to the participants involved and research site in this research. The third part constitutes the research design to describe how the research is carried out. The fourth part explains data collection techniques through classroom observation, interview, and questionnaire. At last, it presents the procedures to analyze the collected data.

3.1 Formulation of Problems

In order to reach the purpose of research, it is an obligation for the researcher to formulate the problems which are going to be investigated. Hence, the present study investigates the problems formulated as follows.

1. What strategies does the teacher employ in teaching speaking to students of a senior high school?
2. How do the students respond to strategies employed by the teacher?

3.2 Site and Participant

In qualitative inquiry, it is important that the selection of site and participants is not taken for granted, but decided on purpose to provide appropriate data embracing the research problems under examination (Creswell,

2007). Since this research makes use of qualitative inquiry, some consideration towards research site and participants are taken into account accordingly.

3.2.1 Research Site

The site of this research was proposed in one of state senior high schools in Sumedang. There are some reasons for selecting this school as the research site. The first one is that this senior high school is located in suburban area of Sumedang. The result of this research can be useful for teachers teaching in such area and for teachers in that school itself, to be representation of English-speaking teaching. The second one is because of the accessibility of the school. Although the school is considered to be a suburban school, it can be reached easily, making it easier to cope with administrative matters for conducting research in that school.

3.2.2 Research Participants

Along with the site of the research, the participants were involved in this research. The participants of the research were an English teacher and a class of students in the school. The teacher was chosen because he has taught English for about fifteen years and is expected to have many experiences about English teaching. In the meantime, a class of students to participate in this research was selected from classes of the tenth graders. It is based on consideration that tenth graders consist of students who shares diverse interest, ability, and need, unlike

eleventh and twelfth graders that have been classified into Language Stream, Natural Sciences Stream, and Social Science Stream (Lie, 2007).

3.3 Research Design

Relevant to the purpose of the study and the research question which are aimed at exploring teacher's strategies in teaching speaking and students' response to the strategies employed by the teacher, the design of this study is based on qualitative design, employing descriptive study. Hatch (2002) argues that qualitative study is intended to explore reality about human behaviors within naturally present settings and contexts. It is not based upon hypothesis, so there is no interference in the form of control or treatment to the students as well as the teacher but this research describes and investigates the situation as it is. As asserted by Grimes and Schulz (2002:145) a descriptive study is "concerned with and designed only to describe the existing distribution of variables, without regards to causal or other hypothesis".

In this research, neither the teacher nor the speaking teaching strategies are investigated with interference in the form of control or treatment. Therefore, it ascertains the suitability of descriptive study to achieve the goals of this research as what this research deals with is describing its variables, teacher's strategies in teaching speaking and students' response to it, which has nothing to do with measurement to discover the effectiveness of one variable to another.

In order to be in line and consistent with research design employed in this research, there are characteristics of a qualitative research to consider. First, the

focus of the research is quality (Alwasilah, 2008). Rather than try to correlate one variable with another or to measure an effect of one variable to another, this research focuses on understanding a single phenomenon of interest, which is teacher's strategies in teaching speaking. Second, the aim is description, findings, and understanding, which comprise the analysis of words or pictures to describe central phenomenon under study instead of using statistics. The result may be descriptions which entail themes or broad categories that represent findings to provide crucial understanding about phenomenon under research (Fraenkel and Wallen, 2006; Creswell, 2007; Alwasilah, 2008). The findings of this research describe teacher's strategies in teaching speaking as well as students' response to it and the themes are generated to understand this occurrence.

Third, the settings are natural, in which there is nothing such control and treatment for subjects or variables of research, but rather within the context of its natural occurrence (Hatch, 2002; Alwasilah, 2008). In this research, there was no intervention from the researcher to the teaching of speaking as it is the teacher's obligation to decide speaking strategies to be used. Fourth, the sample is small and purposive, meaning that the participants involved in collecting data do not have to be large in number, but it is selected purposively in accordance with the necessity of the investigation since researcher can gather as much information as possible from any accounts (Fraenkel and Wallen, 2006; Creswell, 2007; Alwasilah, 2008). This research involved a teacher and a class of students at senior high school.

The last one, the data collection consists of researcher as the main instrument (Hatch, 2002; Alwasilah, 2008). Researcher as the main instrument implies that regardless of what instrument used for data collection, it is researcher's duty to collect the data through the instruments in use. In this research, the data were collected through classroom observation, interview to a teacher, and questionnaire to a class of students, which were conducted by the researcher. As Hatch (2002) explains this notion, data for qualitative study are collected through observation and interview by the researchers themselves. Even, these data do not make any sense until they are processed using human intelligence of the researchers. It points out the significant role of researchers in qualitative works that all the data gathered cannot be meaningful to generate findings and understandings of subject being studied unless the researchers are to intervene in analyzing the data.

3.4 Data Collection Techniques

As data collection is carried on, researchers have to look back to research questions to keep their observations on track. Wolcott (1995, as cited in Hatch, 2002) suggests that researchers keep in mind what their research is aimed at:

Try to assess what you are doing (that is, your participation), what you are observing, and what you are recording, in terms of the kind of information you will need to report rather than the kind of information you feel you ought to gather.

Therefore, in order to answer research questions, in collecting data, there were three kinds of techniques to be employed, classroom observation, interview,

and questionnaire. The three data collection techniques are thoroughly presented as follows:

3.4.1 Classroom Observation

The observation with video recording was administered four times to answer the first research questions when the teacher teaches speaking as the skill prioritized. It encompasses identifying teacher's strategies in teaching speaking, which make students speak up, problems faced by the teacher and how to deal with it. The instruments used in this research were observation sheet, which was adapted, developed, and translated from Brown (2001), and fieldnote to keep details of what happen in the classroom. Hatch (2002) States that the goal of observation is to understand the culture, setting, or social phenomenon being studied from the perspectives of the participants. Conducting the observation attempts to see something in the position of participants by listening to and watching what they are saying and doing as observation can enrich data that could not be attained through interview (Maxwell, 1996; Hatch, 2002; Moyles, 2002, as cited in Cohen, Manion, and Morrison, 2007). Thus, observation can provide with ample data necessary to achieve the purpose of this research.

In undertaking the observation, the role of observer-as-participant (Fraenkel and Wallen, 2006) was used to fill observation sheet and jot down fieldnote about detail descriptions of what happens in the classroom. Before undertaking classroom observation, some considerations of the steps were taken into account as Creswell (2007) suggests: 1) decide site to be observed by

obtaining the permissions necessary to get access to the research site beforehand; 2) keep in mind of what or who to observe; 3) ascertain observer's role in the observation. As aforesaid, the role of an observer-as-participant was taken since there was no interfere to the teaching-learning process; 4) design an observational protocol for recording notes in the field; 5) make a video-recording of teaching-learning process (Creswell, 2007: 134-135). Following these steps was intended to make sure whether or not the preparation for observation had been set up.

3.4.2 Interview

To support the validity of data collection, interview was administered to the teacher. The interview was developed to cover some questions about teacher's strategies. Interview is used as directive means of finding what people are thinking, feeling, and doing (Given, 2008). In other words, it is intended to know what happen to people. According to Cohen, Manion, and Morrison (2007), interviews functions to look into participants' experience and concern of situations from their own point of view. For this reason, interviewing teacher was supposed to avoid subjectivity of in answering the first research questions about speaking teaching strategies used by the teachers.

A semi-structured interview (Given, 2008) was employed in this research where it was planned to create a set of open-ended questions for the interview, but additional questions to explore much more information needed from participants were present as the interview proceeded. In addition, the interview

was simultaneously carried out with audiotaping. Creswell (2007) and Given (2008) mention taking audiotape while interviewing the participants has a number of benefits. First, researchers are free to think creatively while the interviews are taking place, in case making notes is needed.

In addition, tape-recording the interviews allows researchers to later analyze interviewees' statement thoroughly, comparing them with previous or following statements and with the interviews given to others as well. Furthermore, recording participants' words ensures reliability of the data as the whole data are recorded. As a result, audiotaping participants' interviews make researchers more assured that they are capturing "the true essence of interviewees' intents" (Given, 2008). Meanwhile, the interview consists of 7 questions which are specifically organized based on the following guideline.

Table 1
Guideline of the Interview

No	Details	Item number
1.	Identifying teacher's preparation in teaching speaking	1, 2
2.	Identifying teacher's strategies in teaching speaking	3, 4, 5
3.	The problems faced by teacher in teaching speaking	6, 7

3.4.3 Questionnaire

The questionnaire was administered to the students to gain the data about their response towards the strategies of teaching speaking that was employed by

the teacher. It is a closed questionnaire and Likert-Scale comprising 35 closed-ended statements. The statements were given in *Bahasa Indonesia* in order to help the students express their thoughts and feelings more easily. The respondents marked SS (*Sangat Setuju*) if they strongly agree, S (*Setuju*) if they agree, RR (*Ragu-Ragu*) if they hesitate, TS (*Tidak Setuju*) if they disagree, and STS (*Sangat Tidak Setuju*) if they strongly disagree. In the meantime, the questionnaire was constructed based on some considerations about the attitude towards English, the response towards lesson content, strategies, and the impact of the strategies. The categorization of each statement is presented in the framework of students' questionnaire below.

Table 2
The Framework of Students' Questionnaire

No	Categories	Item Number	
		Positive	Negative
1.	Students' attitude towards English	1,2,3,4,6,9,10, 11,12,13, 29	5,7,8
2.	Students' response towards the materials given in the teaching of speaking	16,17,18,19	
3	Students' response towards the strategies used in the teaching of speaking	15,20,21,22,2 3,24,27	14,25,26,2 8
4.	Students' response towards the impact of the strategies.	30,31,32,33,3 4,35	

Table 3

The Rating Scale Score of Questionnaire

Statement	Strongly Agree	Agree	Hesitate	Disagree	Strongly Disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

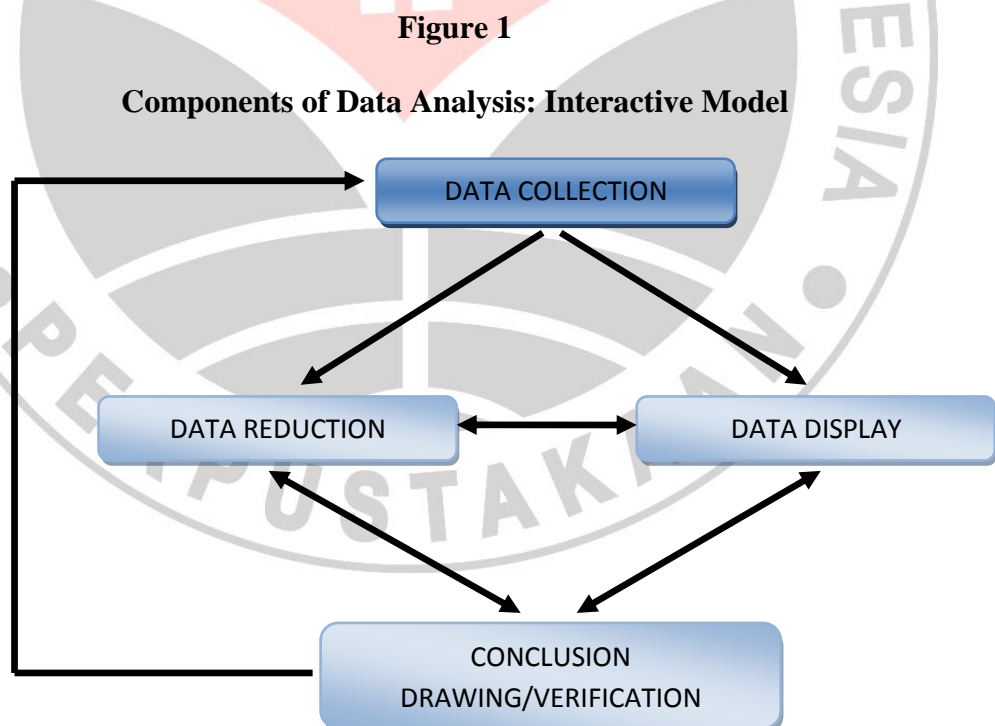
3.5 Data Analysis

Data analysis is very important to make sense of or to give meaning to the data. It may come about simultaneously since researchers begin to undertake data collection up until the purposes of the research are pursued and completed (Denzin and Lincoln, 1998; Fraenkel and Wallen, 2006; Creswell, 2008). It implies that data analysis is interrelated to data collection and considered as an ongoing process throughout research investigation.

Having collected the data, several steps were undertaken to analyze the data gained. The steps undertaken for data analysis were divided into three main parts, which were analyzing video of classroom observation, analyzing interview data from the teacher, and analyzing questionnaire data from students. The first step to do before analyzing the data was to transcribe the data from classroom observation (fieldnote and classroom interaction), and from interviews administered to the teacher. The data from classroom observation and interview with the teacher were then categorized into broader themes, which were intended to identify and describe teaching strategies used by the teacher in teaching speaking, and coding was done to make it easier to identify the strategies by

labeling the strategies; CA for cooperative activities, RP for role play, CT for creative tasks, and DR for drilling. In the meantime, questionnaire administered to the students was used to portray students' responses towards speaking teaching strategies employed by the teacher.

To analyze data, Denzin and Lincoln (1998) propose an interactive model as this is an ongoing process throughout the whole investigation process, containing three subprocesses: data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1984, 1994, as cited in Denzin and Lincoln, 1998). The procedures of data analysis can be illustrated as the figure below:



Adapted from Denzin and Lincoln (1998: 181)

3.5.1 Data Reduction

Having gained the data from classroom observation, interviews, and questionnaire gathered, data reduction was then conducted. Data reduction functions to select the data essential and relevant to the study under investigation. In reducing the data, coding process (Creswell, 2008) was employed to go for the needed one, which, in turn, was useful in generalizing broad themes. This reduction of data was carried out based upon research questions and purpose of the research.

3.5.2 Data Display

Once the data was reduced, the next step to undertake was displaying the data. According to Denzin and Lincoln (1998), data display can be presented in the forms of “structured summaries, synopses, vignettes, networklike or other diagrams, and matrices with text”. It enables researchers to give clear view of what was happening and of what to do in further analysis as well as conclusion drawing about its meanings. So, this step is on the point of interpreting the condensed data by relating them to the central theme of research questions, which generating the findings to answer research questions.

3.5.3 Conclusion Drawing and Verification

Having the data reduced and displayed, the last step was to draw and to verify conclusion. Conclusion drawing and verification involve interpretation of researchers to make sense of displayed data. Noting of patterns and themes are

used in conclusion drawing as a part of coding process taken in the previous step of analysis. The findings are processed here and compared with one data to another. In this sense Denzin and Lincoln (1998) call it “Data Transformation”, where data is condensed, clustered, sorted, and linked over time (See figure 3.1: Interactive Model of Data Analysis).

