

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the methodology that is used in the research. The discussion of this chapter involves the explanation of the research design, clarification of terms, population and sample, data collection, research procedure, data analysis, and validity and reliability.

3.1. Research Design

The research used case study to investigate an English Native-speaker's strategies in teaching speaking and problems faced. As said by Gay, Mills, and Peter Airasian (2009) case study research is a qualitative research approach to conduct research on a unit or bounded of a study. It is in line with Cohen and Manion (1994) who stated that the case study researcher typically observes the characteristics of an individual unit -- a child, a clique, a class, a school or a community.

For the specific strategy, the researcher conducted qualitative research design. It is formed to describe all the data collected. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to get a particular phenomenon of interest deeply (Gay, Mills, and Peter Airasian, 2009).

3.2. Clarification of Terms

In order to avoid misunderstanding or ambiguity, some terms are clarified from *Oxford Dictionary* and other sources as follows:

1. Strategy is the way for approaching a problem or task using specific methods, operation modes for attaining a particular goal, arranged designs in controlling and manipulating specific information (Brown, 2001).
2. Improving is a kind of activity to become or make something better.
3. Speaking is the active language application to reveal meanings so that others can understand what they mean (Cameron, 2001:p.40).
4. English Native speaker is a person who is born or a local inhabitant where English is used as first language (Mulyono, 2011).
5. Student is any person who is studying.

3.3. Population and Sample

The research employed a qualitative research. According to Sugiyono (2010), there is no population in qualitative research because it sets out from certain case in a certain social situation. Moreover, in a qualitative research, sample is called as resource person, or participant, informant, friend and teacher.

Furthermore, the researcher used nonprobability sampling. It is a technique of sampling which does not give the same opportunity for each element or population members to be chosen as a sample (Sugiyono, 2010). Specifically, the sample was taken by purposive sampling. As said by Sugiyono (2010) purposive sampling is a source data sampling with certain consideration.

The research was conducted in a private junior high school in West Bandung. It is a national plus school using international curriculum. As for the participant, the research involved one teacher -- English native-speaker, and one class of seven grade students, consisting of 15 Indonesian students. In addition, the English native-speaker is a bachelor from one of universities in America, majoring teaching English to speakers of other languages, and fluent in speaking *Bahasa Indonesia*.

3.4. Data Collection

To acquire findings of the research questions and put it into discussion, the research used several techniques, as follows:

3.4.1. Observation

Observation used in collecting the data to accommodate the whole information needed in the research. Another, the natural situation and the objective data will be gained. As said by Gay, Mills, and Peter Airasian (2009) it is important in comprehending the natural environment as lived by participants without altering or manipulating it. By observing the class, much more objective information will be obtained and it can be compared to the self-reports of the research participants (Gay, Mills, and Peter Airasian, 2009).

Furthermore, to get accurate data, field notes was used in the research during the observation. Gay, Mills, and Peter Airasian (2009) argued that field notes describe, as accurately and as comprehensively as possible, all relevant

aspects of the situation. Besides, it should be extensive, clear, and detailed as possible.

Dealing with that matter, Creswell (2008) pictured the field notes into two basic types of information: (1) *descriptive field notes*: it records a description of events, activities, and people. Similarly, Gay, Mills, and Peter Airasian (2009) describe that descriptive information is about what the researcher has directly seen or heard on-site, and (2) *reflective field notes*: it records personal thoughts of the researcher's insights, hunches, or broad ideas or themes that emerge during the observation.

Observational Field Notes					
Setting	:				
Observer	:				
Role of Observer	:				
Time	:				
Length of Observation	:				
<table border="1"> <thead> <tr> <th>Description of Object</th> <th>Reflective Notes</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table>		Description of Object	Reflective Notes		
Description of Object	Reflective Notes				

Figure 3.1 Observational field notes adapted by Creswell

Clearly, the observation was done six times -- twice a week and 50 minutes for each meeting. On the process of research, the same class and the

object of the research were observed so that the information about how the teaching-learning process was gained. In the research, passive participation observation was done by the researcher where the researcher is present at the scene of action but does not interact or participate (Sugiyono, 2010).

The framework of observation was adapted by Herrel and Jordan, 2004 combined with Meyers, 1993; Gibbons, 1993; Krashen and Terrell, 1983; Lozanov, 1982; Ruth Wajnryb, 1990; Barrentine, 1996; and Asher, 1982, as follows:

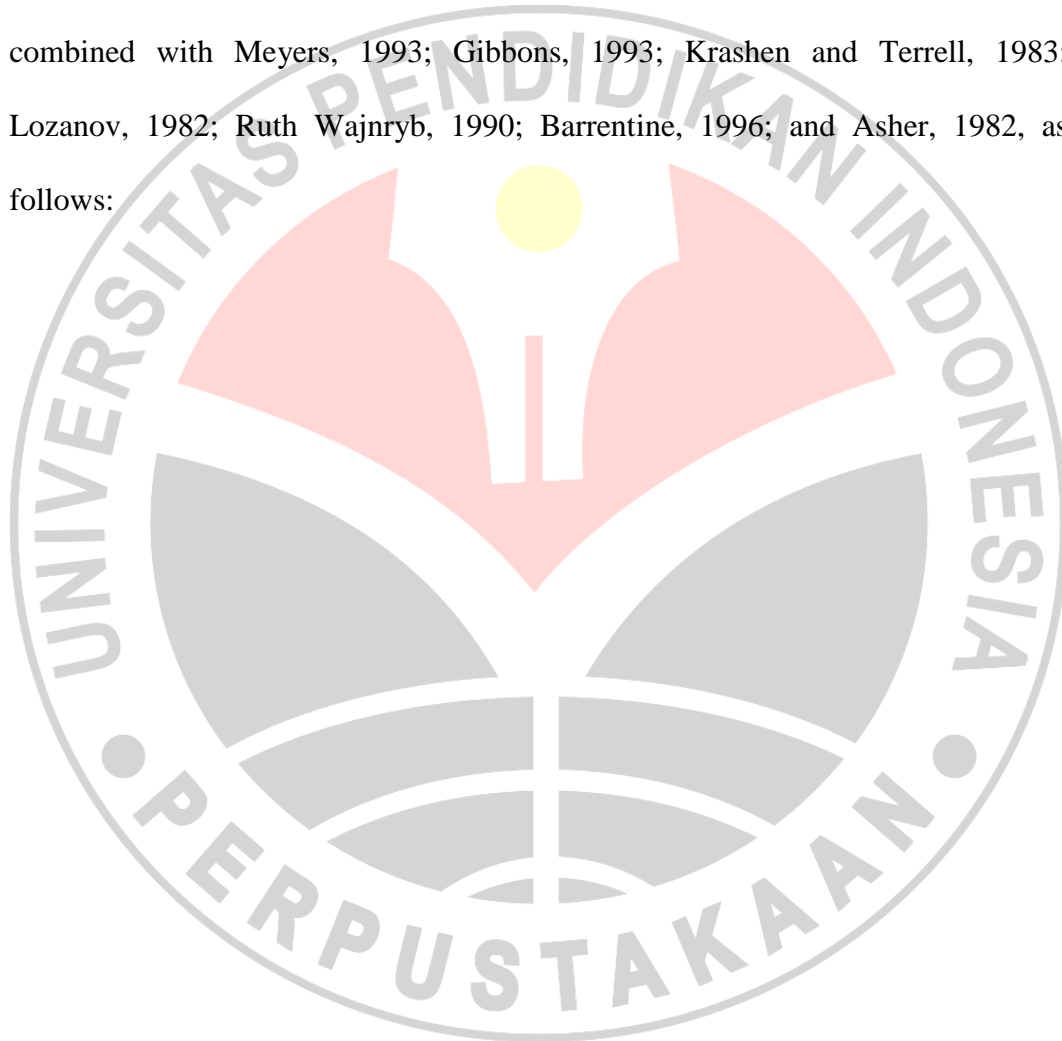


Table 3.1 the teaching strategy framework

Teaching Strategy	Steps
Talk show	<ul style="list-style-type: none"> • Choosing an appropriate topic • Explaining and modeling the talk show strategy • Giving the groups guided practice • Presenting to the class • Adding technology
Partner work	<ul style="list-style-type: none"> • Pairing the students • Modeling the task • Providing support and practice • Sharing progress
Language framework planning	<ul style="list-style-type: none"> • Identifying language objectives • Identifying and modeling problematic structures • Planning an instructional sequence • Assessing and documenting student progress
Communication games	<ul style="list-style-type: none"> • Identifying a language need • Modeling the game • Organizing the pairs or groups • Guiding the practice • Talking about the experience
Leveled questions	<ul style="list-style-type: none"> • Observing and documenting students' language level • Choosing and gathering materials • Planning a hierarchy of questions • Involving all students • Assessing student progress and understanding
Modeled talk	<ul style="list-style-type: none"> • Identifying the lesson and gathering materials • Practicing your modeled talk • Designing a visual of directions • Reviewing the steps to be taken
Vocabulary processing	<ul style="list-style-type: none"> • Choosing vocabulary to explore • Charting and categorizing the words • Adding context to the words • Finding ways to use the words • Encouraging additions to the word collections • Building vocabulary journals • Using cognates • Assessing growth and understanding • Adding technology
Scripting	<ul style="list-style-type: none"> • Identifying an opportunity for verbal interaction • Explaining and modeling the script • Practicing in pairs • Assessing student progress and understanding
Dictoglos	<ul style="list-style-type: none"> • Selecting an appropriate piece of text • Rereading the text orally • Pairing to re-create the text • Working in groups of four • Reading the re-created text
Realia	<ul style="list-style-type: none"> • Identifying opportunities to use realia • Collecting realia • Building a library of realia • Using field trips as realia
Interactive read-aloud	<ul style="list-style-type: none"> • Choosing an appropriate book • Prereading and planning interactions • Stopping for interactions • Assessing student progress and understanding
Total physical response	<ul style="list-style-type: none"> • Choosing vocabulary to physicalize • Introducing vocabulary gradually • Dropping the physical modeling • Adding additional commands • Adding additional responses • Playing games for additional practice • Assessing student progress and understanding

3.4.2. Interview

Interview is a technique of collecting data in finding deeper information from the respondent (Sugiyono, 2010). Moreover, interview is a two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused on content specified by research objectives of systematic description, prediction, or explanation (Cannel and Kahn, 1968 as cited in Cohen and Manion, 1994). Gay, Mills, and Peter Airasian (2009) also proposed that through interview, an interviewer can examine attitudes, interests, feelings, concerns, and values more easily. In short, interviewing the teacher is another instrument used in gaining other detailed information that is inaccessible through observation.

Furthermore, the researcher used unstructured interview to develop interview questions easily. It is a free interview where the researcher does not use specific interview guidelines for gaining data. The researcher only uses general guidelines (Sugiyono, 2010). In brief, general questions as key words to be asked were prepared and automatically the questions became wider.

On the process of interviewing, audio-taping was done during the conversation. Gay, Mills, and Peter Airasian (2009) describe that tapes are convenient and reliable, and they ensure that the original data is available at any time. Next, those taped data collection was transcribed. The framework of interview with the teacher, as follows:

Table 3.2 interview with the teacher

Number of items	Details
2	Identifying the strategies used in teaching speaking
2	The problems faced by the teacher in improving students' speaking
1	Identifying the teacher's way in measuring students' speaking ability

The total interview question was five. The sample questions are provided below:

- Do you have some problems in teaching your students speaking skill?
- Could you tell me, what strategies do you use to improve their speaking?
- How if they still cannot understand? How can you help them?
- How can you know that their speaking is improving or not?

3.5. Data Analysis

This section discussed data analysis of what have been gathered from classroom observation and interview. The data analyzed using Miles and Huberman's framework as showed in figure 3.2 (1984, as cited in Sugiyono, 2010): (1) *data reduction*, (2) *data display*, and (3) *conclusion drawing/verification*.

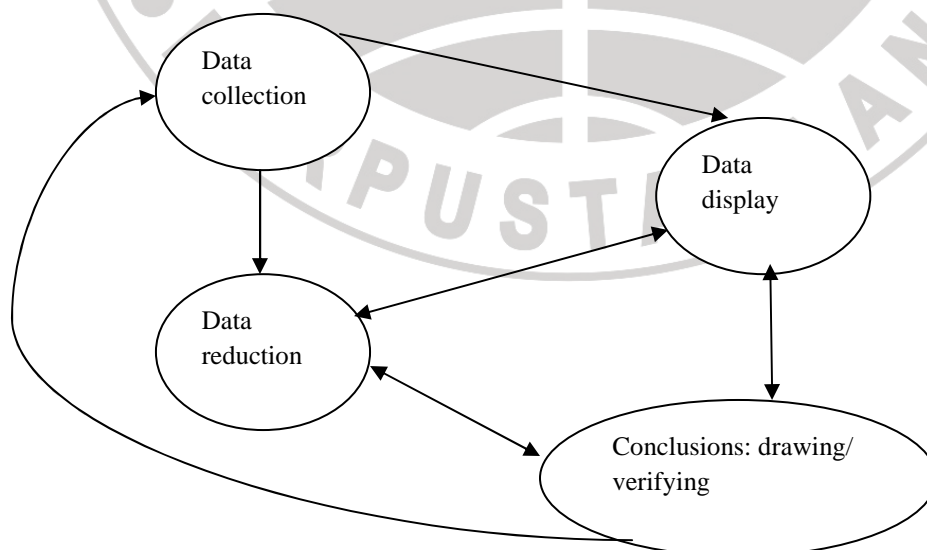


Figure 3.2 Component in data analysis

1) Data reduction

On the research process, lots of complex information was gained by the researcher. Thus, the data gathered was selectively analyzed based on the importance point related to the research and the unimportant data were eliminated. It is line with Miles and Huberman (1984, as cited in Sugiyono, 2010) that summarizing, selecting, and focusing in the important data should be done as part of the data reduction process.

2) Data display

Next, the researcher described the data in a narrative text and displayed it into a summary table. A table was aimed to organize and arrange in a clear pattern, therefore the data is easy to be understood (Miles and Huberman, 1984 as cited in Sugiyono, 2010).

3) Conclusion drawing or verifying

Finally, the research questions were answered and elaborated through the conclusion from the data display.

3.6. Research Validity and Reliability

Sugiyono (2010) proposed that in checking the data trustworthiness in qualitative research contained credibility (internal validity), transferability (external validity), and confirmability (objectivity).

Credibility or the trust of research data result was obtained by using a reference -- a proponent data in proving the data gained from the research (Sugiyono, 2010). To prove the interview result, interview audio-taping was made

by the researcher. Besides, to prove the data gained from classroom observation, the researcher collected some photos of the research object. Moreover, the photos are presented in appendices.

Second, transferability. Sugiyono (2010) stated that if a reader of a research report gains research illustration clearly, it means that the report fulfill the transferability standard. Indeed, a research report should be made detail, clear, systematic, and trustworthy.

Then the last is confirmability. Confirmability standard fulfilled, if a researcher of a research could provide the research process; deciding the data source, analyzing data, etc. (Sugiyono, 2010). Accordance to that, all of the research process could be seen in the chapter I, III, and IV.

