

CHAPTER III

RESEARCH METHOD

A. Research Type

This study used a descriptive qualitative research type. Qualitative research begins with assumptions and the uses of interpretive/theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human (Creswell, 2013). This method is used to find, identify, analyze, and describe codes given by the teacher in English learning class interactions.

Qualitative research uses an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes (Creswell, 2013). By using a research design that includes these steps, descriptive research can fulfill the goal of obtaining a complete and accurate picture of what code choices the teacher provide in classroom interactions.

B. Place and Time of Research

The location of this research is SMA N 3 Lubuk Basung in the even semester of the 2024/2025 academic year.

C. Research Respondent

The respondent of this study were English teacher who teach in grade eleventh at SMA N 3 Lubuk Basung.

D. Instrument of Research

Instruments of this research are an observation sheet, an interview sheet and documentation.

a. Observation

In this observation, the researcher used an observation sheet. An observation sheet is a tool used by researcher to record, observe, and record data related to behavior or events that occur in the context of the research. The observation sheet functions as a means of recording details during observation, and usually contains certain indicators or categories that need to be observed (Creswell, 2013). This observation was carried out by directly observing and recording the research object, namely by asking for views on the activities carried out by teacher in integrating English language skills in learning at SMA N 3 Lubuk Basung. In this case, the researcher conducted passive participatory observation, meaning that the researcher are present in class as passive observers

b. Interview

Interviews are a qualitative research instrument used by researchers to guide interviews with participants, in this case, English teachers. According to Creswell (2013), interviews in qualitative research are open-ended or semi-structured, so the interview form contains a list of open-ended questions designed to explore teachers' experiences, perspectives, and considerations in selecting and implementing teaching strategies in the classroom. Interviews are used to better understand others' experiences and

the meanings they make of those experiences, not to validate ideas. To gather information for this study, the researchers asked respondents a series of questions about the teaching strategies used in teaching English in eleventh-grade classes at SMAN 3 Lubuk Basung. To further explore the use of strategies in English language teaching, the researchers used an interview guide. This was done to strengthen the data used as research sources.

This study used eight questions regarding strategies in English language learning in high schools, namely:

No	Focus	Question
1	Identification of strategies for teaching integrated skills	What strategies do you use in teaching English skills in grade XI?
2	Linking receptive and productive skills	How do you connect receptive skills (listening and reading) with productive skills (speaking and writing) in the learning process?
3	Frequently used strategies and the reasons for their selection	Which strategies do you use most often in teaching and why do you choose these strategies?
4	Strategy differentiation	How do you adjust teaching strategies to the characteristics and abilities of diverse students?
5	Impact of curriculum	Does the Merdeka Belajar curriculum affect the way you integrate English language skills in learning? If so, how is it implemented?

6	Student responses	How do students respond to the implementation of the English language skills learning strategies that you apply?
7	Learning media and resources	What learning resources or media do you use to support integrated English language skills learning?
8	Ideal strategy	In your opinion, what is the ideal teaching strategy to improve students' overall English language skills?

So, here only contains a list of questions related to the use of strategies in teaching English in high school. The researchers posed 8 questions to the informants, namely high school English teachers at SMAN 3 Lubuk Basung, for further discussion.

c. Documentation

In a qualitative study on teacher strategies in integrating English language skills in the eleventh grade of SMA N 3 Lubuk Basung, documents are one of the important data sources. As stated by Creswell (2013), "Documents consist of public and private records that qualitative researcher obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, official reports, email correspondence, diaries, or autobiographies. These sources provide valuable information in helping researcher understand central phenomena in qualitative studies." In the context of this study, documents such as syllabi, lesson plans, teacher reflection notes, and evaluation reports can provide in-depth insights into

the strategies implemented by teacher in teaching speaking, listening, reading, and writing skills in an integrated manner. Through this document analysis, researcher can obtain a more comprehensive picture of the approaches used by teacher to improve students' English language comprehension and skills.

Based on the observation sheet, interview sheet and analysis documentation, the procedures carried out by the researcher are as follows; the researcher conducted observations of English learning in the classroom, after a little explanation, the researcher came to interview the English teacher. And finally, the researcher analyzed the lesson plan used. The researcher also documented the teacher and students during the learning process.

E. Technique of Data Collection

In this study, three data collection techniques were used. First, data collection was carried out using observation. According to Creswell (2013), observation means that researcher make field notes about the behavior and activities of individuals at the research location and record the results of observations. Through observation, researcher can obtain more in-depth information about interactions, behaviors, and situations that occur in the field, which often cannot be obtained through interviews or questionnaires alone. Researcher enter the classroom and directly observe the learning process in the classroom to see the strategies used by teacher in teaching speaking skills and note important things during learning.

Interviews are the second stage of the data collection method carried out by the author. Conversations with a clear purpose are called interviews. Interviews are conducted by two people, namely the resource person, the person who answers the questions, and the interviewer, the person who asks the questions. As explained by Creswell (2013), interviews function as a method for collecting in-depth data from participants, complementing observation findings. Interviews are conducted after researcher collect data from observation results to determine teacher strategies in teaching speaking skills.

To conducted the research, the researcher needs several tools such as voice recorders, pens, and notebooks to collect data effectively. The voice recorder functions to record teacher conversations when interacting in class or during interview sessions. Meanwhile, pens and notebooks are used to record various findings in the field. With these supporting instruments, the data collection process becomes easier and more systematic for researcher.

In addition to using these tools, data in this study were collected through observation and interviews. Observations were conducted by recording the teaching strategies used by teacher in integrating English skills in the classroom. Meanwhile, interviews were used to obtain deeper information about the strategies implemented and the reasons behind their selection.

To ensure the validity of the data, this study employed triangulation of sources, techniques, and time. Data from interviews were compared with classroom observations to verify whether the strategies mentioned by teacher were actually implemented in practice. Furthermore, multiple observations were conducted

across several meetings to obtain a more accurate representation of the teaching strategies used.

In addition to observation and interviews, documentation analysis serves as an additional technique for data collection. In the context of this study, documents such as syllabi, lesson plans, teacher reflection notes, and evaluation reports can provide in-depth insights into the strategies implemented by teacher in teaching speaking, listening, reading, and writing skills in an integrated manner. These documents serve as supporting evidence that complements the findings from the observations and interviews. Through document analysis, researcher can identify patterns in lesson planning, teaching methods, and assessment techniques used by teacher. In addition, documents help verify whether the strategies mentioned during the interviews and those observed in the classroom are systematically planned and documented.

By integrating observations, interviews, and document analysis, this study ensures a comprehensive and reliable approach to understanding teacher' strategies in teaching English in the classroom.

F. Technique of Data Analysis

Data analysis, according to Patton (2002), is the act of organizing data sequences into a pattern, category, and basic description in order to identify themes and develop working hypotheses based on the data's suggestions. Data gathering, data reduction, data presentation, and conclusion are the four phases of Miles and Herberman's interactive analytical model:

1. Data Reduction

The first type of data analysis that researcher uses is data reduction. According to Creswell (2014), data reduction refers to the process of simplifying, selecting, and focusing on the most relevant data for further analysis. This includes coding, grouping, and identifying key themes in qualitative data. Researcher attempt to organize data by grouping it into categories and classifications that are appropriate to the focus of the research. Through this approach, researcher can sort out relevant data and filter out inappropriate data. Inaccurate data will be separated, while valid data will be systematically arranged. Thus, this process aims to ensure that only relevant and appropriate data is used.

2. Data Display

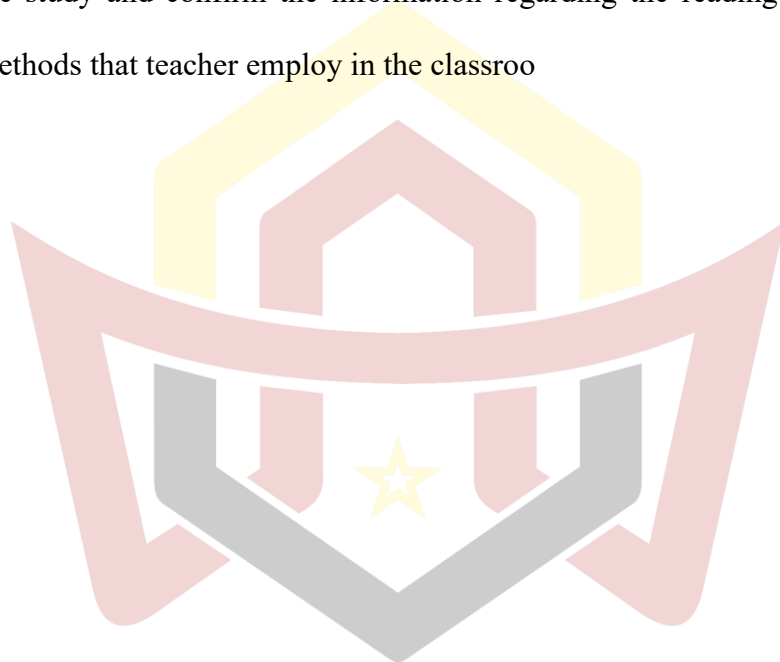
The next types of data analysis after data reduction were data display. Data display are collections of organized data that make it possible to make decisions and take action (Miles and Hubberman, 1992:18). In this step, the researcher identified the data from utterances of English teacher and resulted of interview was done by narrative form.

3. Drawing Conclusion and Verification

Finding or comprehending meaning, causality, proportion, or regularity of explanation patterns are the goals of drawing conclusions. The conclusions are promptly confirmed by examining and reexamining the field notes in order to obtain a more accurate understanding. In addition, it can be accomplished through dialogue. This is done to ensure the

authenticity of the data collected, its interpretation, and the stability of the results reached (Burhan Bungin, 2010:70).

The outcome of data processing is the conclusion. To make inferences, data must be reduced and presented. Next, make a note of the crucial elements to obtain precise outcomes. The next step was to wrap up the study and confirm the information regarding the reading instruction methods that teacher employ in the classroo



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