

CHAPTER III

RESEARCH METHOD

A. Types of Research

According to (Creswell, 2009), research design is a comprehensive plan that includes the key steps and decisions in the research process, from basic assumptions and strategies used to data collection and analysis methods, all of which are adjusted to fit the purpose, research problems, the researcher's background, and the intended audience. This study uses a qualitative descriptive method. According to (Creswell, 2009), qualitative research is an approach used to understand the deep meaning individuals or groups give to a social issue. It involves a flexible and inductive process, with data collected in the field, thematic analysis, and the researcher's interpretation of the meaning behind the data. In addition, Lincoln and Guba (1985), as cited in (Mouwn Erland, 2020), explain that qualitative research is an approach to understanding the meaning of human experiences in real-life contexts. It is conducted in natural settings and remains flexible, developing along with the research process.

The qualitative approach is chosen in this study because it allows the researcher to gain a deeper understanding of real situations and experiences encountered by the research subjects. This study is conducted directly in the natural setting, enabling the researcher to observe and experience firsthand how teaching strategies are applied by teacher in schools. The aim of this research is not to draw general conclusions that

apply everywhere but to provide a clear and in-depth picture of what actually happens in the field. By using a descriptive qualitative approach, the researcher collects data through observation and interviews, then analyzes the data to find important patterns related to the teachers' teaching strategies.

B. Research Setting

This research was conducted at SMP Negeri 3 Padang Panjang. The school was chosen because the researcher had previously completed a teaching practicum there, making the school environment familiar and providing easier access to collect data from both teachers and students.

C. Object of the Research

In this study, the object are the eighth-grade English teacher at SMP Negeri 3 Padang Panjang, who serve as the primary source of data regarding the strategies they use in the English teaching and learning process in the classroom.

D. Instrument of Research

The research instrument is a tool used by the researcher to collect data systematically and in line with the research objectives. In this study, the researcher used observation sheets and interview sheets. These instruments were used to gather information from English teachers at SMP Negeri 3 Padang Panjang regarding the strategies they applied in the classroom learning process.

1. Observation Sheet

In this study, the researcher used an observation sheet. The observation sheet is a tool used by the researcher to record, observe, and document data related to behaviors or events that occur within the research context. According to (Creswell, 2009), the observation sheet serves as a tool to systematically record various observed aspects and usually contains specific indicators or categories relevant to the focus of the research.

In this observation, the researcher was present during the daily activities of the research subjects but did not interact directly, which is known as passive participant observation. (Abdullah et al., 2012) explain that passive participation involves actions such as taking notes, sitting quietly, and actively listening during the teaching and learning process. In this study, the researcher applied this method to observe the strategies used by the English teacher at SMP N 3 Padang Panjang without direct involvement. The researcher directly recorded various aspects, such as the teacher's use of teaching strategies, documentation of classroom activities, and the teacher's lesson plans. In addition, the researcher also observed students' skills during the learning process to gain a more comprehensive understanding.

2. Interview Sheet

The interview sheet was used in this study as the main instrument to explore the strategies applied by the English teacher during the

teaching process. The interview was conducted with the eighth-grade English teacher at SMP Negeri 3 Padang Panjang to gain deeper information about the strategies used in teaching language skills to students.

According to Creswell (2009), interviews are a data collection method that allows researchers to gain a comprehensive understanding of participants' views and experiences through open-ended questions. By using semi-structured interviews, the researcher prepared a list of questions focused on teaching strategies while still allowing space for the teacher to provide additional explanations beyond the prepared questions. Through this interview, the researcher was able to obtain direct information from the teacher about the teaching strategies actually used in classroom practice, not just based on theory or planning documents. The results of the interview are expected to provide a real picture of the teaching strategies applied and their effectiveness in supporting the English teaching and learning process at the junior high school level.

3. Documentation

Documentation is a data collection technique used to complement the results of observation and interviews. In this study, documentation was used to obtain real evidence of the English teaching activities conducted by the eighth-grade teacher at SMPN 3 Padang Panjang. The data collected through documentation included classroom activity

photos, learning tools such as the syllabus, lesson plans, and teaching materials used by the teacher.

According to Creswell (2009), documentation is one of the important data sources in qualitative research because it helps the researcher gain a clearer understanding of the context and processes that take place in the field. Documentation may include written documents, pictures, or recordings related to the teaching and learning activities. In the data collection process, the researcher gathered documentation directly during observation or after interviews, with permission from the school and the teacher involved. The purpose of this documentation was to support and strengthen the results of the observations and interviews, as well as to provide a real picture of how the teaching and learning process took place in the classroom. With this documentation, the researcher could compare and verify that the information obtained was accurate and reflected the actual situation in the field.

E. Technique of Data Collection

In this study, data were collected using three main techniques, namely observation, interviews, and documentation. These three techniques were applied to help the researcher obtain complete and comprehensive information about the strategies used by the eighth-grade English teacher at SMP Negeri 3 Padang Panjang during the teaching and learning process. According to Creswell (2009), in qualitative research,

data collection is carried out directly in the field or at the actual place where the events occur, and the researcher serves as the main instrument who collects and records data based on direct observation and interaction.

The first technique was observation, where the researcher entered the classroom and directly observed the teaching and learning activities. Through this observation, the researcher recorded the behavior of both the teacher and students, the strategies applied by the teacher during instruction, as well as the atmosphere and interactions that took place throughout the lesson. The researcher documented all important points in a field note and on an observation sheet prepared in advance, ensuring that the collected data were systematic and complete.

The second technique was the interview. In this stage, the researcher spoke directly with the English teacher to explore more deeply the teaching strategies they used. The interview was conducted in a semi-structured format, meaning that the researcher had prepared several questions in advance but still allowed the teacher to explain freely and in more depth according to their experience. This interview helped the researcher understand the reasons behind the teacher's choice of certain strategies, how they applied them in the classroom, and the challenges they might face during the learning process. The interview was also supported by a voice recorder and notes to ensure that all important information was well documented. Creswell explains that interviews are very useful for understanding participants' perspectives and direct experiences.

The third technique was documentation. In this study, the documentation collected included the syllabus, lesson plans, teaching materials, and the teacher's notes or reflections. These documents were used to support the results of observation and interviews and to verify whether the strategies mentioned by the teacher were indeed planned and applied in the classroom. Creswell states that documents can provide important additional information and strengthen findings from other data sources. Through these documents, the researcher could see the teacher's planning patterns, the methods used, and the types of assessments applied in the learning process.

To ensure the accuracy and validity of the data collected, this study used triangulation. This means the researcher compared the results from observation, interviews, and documentation to see whether the information gathered was consistent and supported each other. By applying triangulation, the researcher aimed to obtain a clearer and more reliable picture of the teaching strategies used by the teacher. The combined use of these three techniques was expected to provide accurate results and give a complete description of how English teaching strategies were applied by the teacher at SMP Negeri 3 Padang Panjang.

F. Technique of Data Analysis

Data analysis technique is the way to organize and group data so that the researcher can more easily draw conclusions. It's easier to make accurate conclusions when the data analysis method is appropriate.

According to Miles and Huberman (1994), as cited in (Yanti et al., 2024), data analysis in qualitative research is carried out through three main stages, which are:

1. Data Reduction

According to Miles and Huberman (1994), data reduction is the process of selecting, focusing, simplifying, and transforming raw data from field notes or interview transcripts into a more structured and meaningful form. This process can take place during data collection, not just after all the data has been gathered. Data reduction helps the researcher filter out irrelevant parts so that only the information that is important and relevant to the research objectives is kept. This makes the analysis process more focused and efficient. It also allows the researcher to start forming an initial understanding of the findings, which will later be developed further during the data display and conclusion drawing stages.

2. Data Display

According to Miles and Huberman (1994), data display means organizing and presenting information in a clear and simple way so the researcher can understand it better and decide what to do next. They say that a good display is very important in qualitative research. This display can be in the form of tables, charts, diagrams, or any other format that makes the data easier to read. With this kind of display, researchers can quickly see patterns or connections in the data. It helps

them decide if they can start making conclusions or if they need to look deeper. A good data display makes it easier for the researcher to understand what is going on in the study and helps keep the analysis focused.

3. Drawing Conclusions / Data Verification

According to Miles and Huberman (1994), drawing conclusions is an important part of data analysis, but it's only halfway through the process. These conclusions must be checked and verified throughout the research. Even while data collection is still going on, researchers usually start forming temporary conclusions. However, these early conclusions shouldn't be made carelessly. Researchers need to go back to the data to make sure their conclusions are really supported by evidence. Final conclusions are not made just once during data collection, but must go through a process of re-checking and verification to make sure they are valid. This verification step is important to ensure that the results of the research are accurate and truly reflect what is happening in the real setting.