

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a qualitative research approach, specifically a case study design. According to Creswell (2012:20), qualitative research aims to explore and understand the meaning individuals or groups ascribe to a social or human problem. The case study method allows the researcher to focus intensively on a single unit, such as a teacher or classroom, to gain in-depth insight into the teaching strategies applied in authentic settings.

In qualitative research, case studies are often chosen to gain an in-depth understanding of a particular issue in its natural setting. This approach is especially useful when the distinction between the phenomenon being studied and its surrounding context is not clearly defined. Yin (2014:16) explains that case studies are appropriate when the researcher aims to explore a phenomenon within its real-life context, particularly when the boundaries between the phenomenon and the context are not clearly evident. In the present study, the phenomenon under investigation is the teacher's speaking strategies and how these are implemented in teaching English to tenth-grade students.

This research design enables the researcher to capture complex details about teaching practices, classroom dynamics, and the interaction between teacher and students that are difficult to obtain through quantitative

methods. It also allows for rich, descriptive data that reflect participants' perspectives and educational environments.

This study adopts a qualitative approach, which is well-suited for exploring complex social phenomena in depth. According to Sugiyono (2016), qualitative research views social reality as holistic, complex, dynamic, and meaningful. It focuses on understanding phenomena from the participants' perspectives rather than relying solely on numerical data. Bogdan and Taylor, as cited in Salim (2012), explain that qualitative methodologies involve research procedures that produce descriptive data in the form of people's own written or spoken words and observable behavior.

Based on the above explanation, we can conclude that descriptive qualitative is a social phenomenon in the form of spoken words or written. The main purpose of descriptive research is to describe the current state of affairs. Simply put, it is fact-finding based on social reality.

B. Research Setting

This research was conducted at SMAN 16 Padang, a senior high school located in Padang, West Sumatra. The school has a diverse student population and implements the national curriculum which includes English as a compulsory subject for all students. The school supports communicative language teaching and provides English instruction across all grade levels.

The study focused on one English teacher who teaches tenth-grade students during the academic year 2024/2025. The selection of this school

and teacher was based on accessibility, the teacher's teaching experience, and the school's willingness to support the research process. The school provides a realistic and representative setting for observing how speaking strategies are implemented in an EFL classroom.

1. Participants

The primary participant of this study is one English teacher who teaches tenth-grade students. The teacher was selected purposively, meaning the selection was based on specific criteria relevant to the research aims. These criteria included the teacher's professional teaching experience, exposure to speaking instruction, and willingness to cooperate in the study.

In qualitative research, sampling is often based on the researcher's judgment about which participants can provide the most valuable information for the study. Ary et al. (2010:429) define purposive sampling as the selection of individuals who are especially knowledgeable about or experienced with a phenomenon of interest. This method helps ensure that the data collected are rich, relevant, and aligned with the research objectives. In this study, the chosen teacher has several years of teaching experience and has been actively involved in school-based English language programs, making her a suitable participant.

Additionally, the research included passive observation of the tenth-grade students during English lessons. While students were not

directly interviewed, their classroom behavior, responses, and participation provided valuable insights into the implementation of speaking strategies by the teacher.

C. Research Instrument

In qualitative research, the researcher is the key instrument (Creswell, 2012:45). However, to enhance objectivity and ensure systematic data collection, the following instruments were developed:

1. Observation Sheet: A structured sheet that includes checklists and open-ended sections for taking field notes. It focuses on teacher strategies, student reactions, classroom interactions, and the use of teaching materials.
2. Interview Guide: A semi-structured interview guide was designed to obtain detailed information from the teacher. The guide includes core questions and prompts to explore the teacher's pedagogical choices, rationale for using specific strategies, and reflections on student engagement.
3. Documentation Guide: A list of potential documents to be collected, such as lesson plans, handouts, textbooks, student worksheets, or speaking rubrics. These documents help triangulate findings and provide context for the observed practices.

D. Data Collection Technique

The data collection in this study followed three main techniques:

1. Observation: The researcher attended the teacher's classes to observe how speaking strategies were implemented. The observations were non-participatory, allowing the teacher to conduct lessons naturally. The researcher used observation sheets to systematically record teaching activities, classroom interactions, and student engagement. Multiple observations were conducted over a period of time to ensure consistency and depth.
2. Interview: After several classroom observations, the teacher was interviewed using the semi-structured guide. The interview was recorded (with consent) and transcribed for analysis. Questions covered aspects such as strategy selection, student challenges, lesson objectives, and perceptions of speaking development. Follow-up questions were asked to clarify responses and deepen understanding.
3. Documentation: Supplementary documents such as syllabi, lesson plans, and students' speaking assignments were collected to verify the instructional practices and provide additional context. These materials were examined to identify alignment with observed strategies and the stated goals of the speaking lessons.

E. Data Analysis Technique

The data were analyzed using the interactive model by Miles and Huberman (1994:10), which consists of three components:

1. Data Reduction: This stage involved transcribing interviews, organizing field notes, and condensing information into meaningful categories.

Irrelevant or redundant data were eliminated to focus on important themes.

2. **Data Display:** The reduced data were then displayed in thematic groupings or matrices to facilitate pattern recognition and interpretation. This helped in comparing observations with interview results and documentation.
3. **Conclusion Drawing and Verification:** At this stage, the researcher interpreted the findings in relation to the research questions and verified them through triangulation and member checking. The teacher was given an opportunity to review the interpretations for accuracy. This analytical process was ongoing throughout the research, allowing the researcher to make adjustments to the data collection if necessary and to maintain alignment with the research focus.

F. Trustworthiness of the Data

To ensure the quality and credibility of the research, Lincoln and Guba's (1985) four criteria of trustworthiness were applied:

1. **Credibility:** Achieved through data triangulation (observation, interview, documentation), prolonged engagement, and member checking, which allowed the participant to confirm or clarify findings.
2. **Transferability:** Enhanced by providing rich, thick descriptions of the research context, participants, and findings. This allows other researchers or educators to determine the applicability of the results to similar settings.

3. **Dependability:** Maintained by keeping detailed records of the research process, including field notes, coding procedures, and interview transcripts. An audit trail was established to document decisions and changes.
4. **Confirmability:** Ensured by presenting findings based on data rather than researcher bias. Quotations from interviews and observational evidence were used to support interpretations.

G. Research Procedures

The steps taken in this research included:

1. **Preliminary Phase:** Conducting a literature review, formulating research questions, and preparing instruments.
2. **Permission and Coordination:** Requesting official permission from the school, coordinating with the teacher, and setting schedules.
3. **Data Collection:** Carrying out observations, conducting interviews, and collecting documents. Each phase was documented thoroughly.
4. **Data Analysis:** Transcribing, coding, categorizing, and drawing conclusions from the data using Miles and Huberman's model.
5. **Validation:** Performing triangulation, member checking, and consultation with peers or advisors to verify findings.
6. **Reporting:** Writing the research findings and interpretations in a structured academic format, including supporting evidence.

This methodological framework ensures the research is conducted rigorously and transparently, yielding meaningful insights into the use of speaking strategies by an English teacher in a real classroom context.

