

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

In this chapter, the research approach that is used to answer the research questions is explained. There are five elements that are presented: the research design, research setting and participant, data collection techniques, data analysis, and triangulation techniques.

##### **A. Research Design**

This research employed a qualitative approach with a descriptive case study design. According to Creswell (2018), qualitative research is an approach used to explore and understand the meanings that individuals or groups ascribe to social or human problems. It involved collecting data in a natural setting, allowing the researcher to interpret phenomena based on the meanings that participants brought to them. This approach proved effective in capturing rich, contextual, and detailed descriptions of complex issues that could not be reduced to numerical data.

Within the qualitative paradigm, the descriptive case study design was selected as the most appropriate strategy for this research. Creswell (2018) defined a case study as an in-depth examination of a bounded system, such as an event, activity, process, or individual, over a specific period of time. The study incorporated multiple sources of information, including observations, interviews, and document analysis. The bounded system in this case study was

clearly defined in terms of time, place, and participants, which enabled a comprehensive investigation of the phenomenon.

In this study, the bounded case was the teaching strategies employed by one English as a Foreign Language (EFL) teacher in teaching English to eighth-grade students at Pondok Pesantren Iqra' Barung Barung Belantai, Pesisir Selatan. The researcher focused on this single teacher as the primary source of data, observing and analyzing instructional practices, classroom interactions, and pedagogical decision making in its natural context. This focus allowed for a detailed and nuanced portrayal of the phenomenon, capturing the realities of teaching reading comprehension within the unique educational and cultural environment of the junior high school.

## **B. Research Setting and Participant**

This research was conducted at Pondok Pesantren Iqra' Barung Barung Belantai, Pesisir Selatan, West Sumatra. The school was selected as the research setting because it integrates English as a Foreign Language (EFL) instruction within a distinctive socio-cultural environment that combines formal academic learning with local cultural dan religious values, offering a rich context for examining teaching strategies in teaching English. Additionally, the location was chosen because the researcher had previously undertaken the Teaching Practice Program (*Program Pengalaman Lapangan* or PPL) at this school in the previous academic year. This prior experience enabled the researcher to develop familiarity with the school environment, teaching schedules, and

classroom dynamics, thereby facilitating smoother access to participants and more effective data collection.

The participant of this research was one EFL teacher who teaches English at the junior high school level. The teacher was selected because they were directly responsible for teaching the target class and topic that became the focus of this research. In addition, the teacher possessed relevant teaching experience and a deep understanding of the English curriculum implemented in the junior high school level. Using one teacher as the primary source of data allowed the researcher to concentrate fully on observing and analyzing the instructional strategies applied, thus enabling a detailed and comprehensive exploration of the phenomenon.

The research focused on class VIII (eighth grade) for pedagogical and practical considerations. At this level, students have already acquired foundational English knowledge and are transitioning toward more complex language skills, including reading comprehension. This stage is crucial for fostering their ability to interpret and analyze texts in English, making it an appropriate setting for investigating teaching strategies. Additionally, class VIII was accessible within the teaching schedule of the selected participant, ensuring the feasibility of regular observation and data collection.

The material selected for this study was the topic “*Asking and Giving for Attention.*” This topic, included in the official English syllabus for class VIII, was chosen because it supports the development of communicative competence in both spoken and written forms. It integrates reading comprehension with

listening and speaking activities, providing an authentic context for language use. Furthermore, the lesson offers opportunities for the teacher to implement various strategies which are central to the objectives of this research. By focusing on this topic, the researcher could observe how reading comprehension strategies are applied in an interactive and meaningful classroom setting.

### **C. Data Collection Techniques and Instrument**

In qualitative research, the richness and depth of findings depend on the variety and quality of data collected. According to Creswell (2018), qualitative data collection involves gathering open ended, emerging information with the primary intent of developing detailed understanding of the central phenomenon. In this study, the data were obtained through three main techniques: classroom observation, semi-structured interviews, and documentation. The use of multiple techniques was intended to ensure data triangulation, thereby enhancing the credibility and validity of the findings.

#### **1. Observation**

The classroom observation was conducted at a Junior High School (Pondok Pesantren Iqra') Barung Barung Belantai Pesisir Selatan, focusing on an eighth grade within *Asking and Giving for Attention* material. The observation took place over two meetings on Tuesday, July 22, 2025, and Tuesday, July 29, 2025, each session starting at 11:00 AM and lasting approximately 90 minutes.

To ensure accurate data collection, the researcher recorded the classroom activities using a mobile phone video recorder. This video

recording captured the teacher's verbal instructions, student responses, gestures, and classroom interactions in detail. The use of video allowed the researcher to review and analyze the teaching and learning process repeatedly, which enriched the quality and reliability of the observational data.

The observation aimed to document how the teacher delivered the material and how students responded during the lesson. By conducting two observations with video documentation, the researcher gained comprehensive insight into the teaching strategies and student engagement in the classroom context.

## 2. Interview

The interview was conducted in one session with the English teacher who taught the eighth-grade class at the same junior high school where the observation took place. The session was held in teachers' room on July 29, 2025, starting at 1:00 PM and lasted approximately 30 minutes.

This interview used a semi-structured format, allowing the researcher to ask specific questions while providing the teacher the opportunity to share detailed explanations about their teaching strategies, and reflections related to the *Asking and Giving for Attention* material. The conversation was audio-recorded using the researcher's mobile phone to ensure precise documentation for later transcription and analysis.

The interview aimed to deepen the understanding of the teacher's instructional approach and to support the data collected from classroom observations, enhancing the overall reliability of the study.

### 3. Document

The lesson plan utilized in this study was systematically prepared by the English teacher in accordance with the junior high school curriculum for the eighth-grade level. The central topic of the lesson was Asking and Giving for Attention, which is a fundamental communicative function aimed at enhancing students' practical speaking and listening skills in English.

This lesson plan clearly articulated specific learning objectives, emphasizing students' ability to both recognize and appropriately use expressions for requesting and responding to attention in daily communication. The instructional design emphasized interactive and student-centered activities, incorporating multimedia tools such as video presentations to support comprehension and maintain student engagement.

The instructional implementation took place over two consecutive meetings, each session lasting approximately 90 minutes. During the first meeting, the teacher introduced the topic using video materials followed by guided class discussions to clarify the meaning and usage of key expressions. The second meeting focused on collaborative group activities where students created and practiced short dialogues, culminating in

individual student presentations to demonstrate mastery of the target language functions.

Assessment methods were integrated into the lesson plan to monitor and evaluate students' progress. Formative assessments were conducted through direct observation of student participation and responsiveness during classroom activities, while summative assessments took the form of homework assignments requiring students to produce and perform short dialogues centered on asking and giving attention expressions.

The lesson plan served as a crucial reference for triangulating data collected from classroom observations and teacher interviews, thus providing a comprehensive framework to analyze the teaching and learning processes associated with this communicative topic.

#### **D. Data Analysis**

The data obtained from classroom observations, interviews, and document analysis were analyzed using a qualitative data analysis approach adapted from Miles, Huberman, and Saldana (2014). Their model emphasizes an interactive and recursive process consisting of three main activities: data reduction, data display, and conclusion drawing/verification.

##### **1. Data Reduction**

Data reduction means processing the large amount of raw information collected in the field so it becomes more focused and meaningful. This includes selecting relevant information, discarding unnecessary details, and organizing the data into categories or codes. The

process starts from the very beginning of data collection and continues until the final stages of analysis, helping the researcher highlight what is most important for answering the research questions.

## **2. Data Display**

Data display is the step of presenting the reduced data in a clear and systematic way. This can take the form of narrative text, charts, tables, diagrams, or matrices. A good display allows the researcher to see patterns, connections, and relationships more easily. It also provides a strong basis for drawing conclusions because the data becomes more visible and understandable.

## **3. Conclusion Drawing and Verification**

In this stage, the researcher interprets the meaning of the data. This involves identifying recurring themes, patterns, or explanations. However, the conclusions are not taken for granted; they must be tested and verified. Verification may include checking the consistency of findings, using triangulation, comparing with existing theories, or re-examining the data. This ensures that the results are trustworthy and not based on subjective impressions alone.

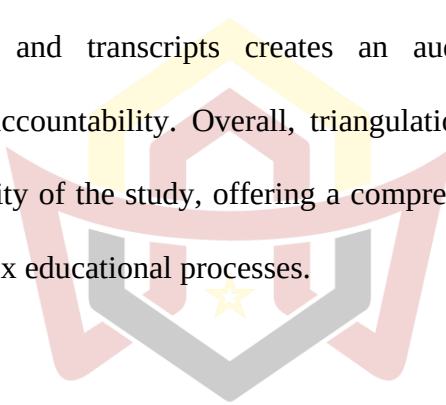
In summary, the model of Miles, Huberman, and Saldana highlights that qualitative data analysis is an ongoing, iterative cycle in which data reduction, data display, and conclusion drawing/verification occur simultaneously. This process ensures that the analysis remains systematic, credible, and grounded in the actual data collected.



## **E. Triangulation Techniques**

Merriam and Tisdell (2016) highlight triangulation as a crucial strategy to enhance the reliability and validity of qualitative research. Triangulation involves using multiple data sources and methods such as observations, interviews, and document analysis to cross check and confirm findings. This approach reduces researcher bias and increases the credibility of results by grounding conclusions in diverse evidence.

Triangulation also maintaining detailed and organized records like field notes, recordings, and transcripts creates an audit trail that supports transparency and accountability. Overall, triangulation strengthens both the rigor and authenticity of the study, offering a comprehensive and trustworthy portrayal of complex educational processes.



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