

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

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

This study used a descriptive qualitative approach. As defined by sugiyono (2014), descriptive qualitative research is an investigation that uses the qualitative data to explain a phenomenon or occurrence. The phrase "qualitative research" designates a collection of approaches in which verbal descriptions of experiences or social interactions are used to examine the data that has been gathered (Levitt et al., 2018). Ary and colleagues (2010) state that descriptive qualitative research looks at the quality of interactions, activities, situations, and resources. According to Nassaji (2015), the objective of qualitative descriptive research is to describe occurrences and elements that are relevant to the mechanisms and causes of the events that are investigated. Additionally, the qualitative research approach explains the real world events that transpired during the investigation. Using previously gathered data, researchers do descriptive studies, according to Indrawati (2019), with the goal of comprehending and predicting a phenomenon observed in the field. Rina (2021) defines qualitative research as a research process that comprises problem analysis, investigation, and review. In descriptive research, the questions that are posed before the researcher enters the field in regard to the study that will be undertaken will be explained in detail and logically. Qualitative research is defined as using statistical methods based on descriptive data (Latief, 2020). A precise grasp of an object conveyed through

language and detailed, thorough imagery forms the basis of qualitative research. The research methodology employed in this study was descriptive qualitative research. The fact that the data in this study are expressed as words rather than figures is why it is referred to as qualitative research. The researcher describes the teaching speaking strategies used by the English teacher at SMPN 1 Kota Solok.”

### **B. Research subject**

This research was conducted at SMPN 1 Kota Solok, located in Kota Solok. In this case, the researcher focuses on analyzing the teaching speaking strategies used by English teacher to the seventh grade students at SMPN 1 Kota Solok . This school was selected by the researcher as the research subject because it has a special program called English Class, which supports students in developing their English speaking skills. This research involved one English teacher who taught seventh-grade students at SMPN 1 Kota Solok.

### **C. Instrument of the research**

A research instrument is a device used to collect data for a study that is planned in line with the objectives and theoretical framework used (Sukendra & Atmaja, 2020:78). The researcher is the instrument in qualitative research. In this qualitative study, the researcher acts as the main instrument. The researcher is directly involved in the process of collecting, understanding, and analyzing data in the natural environment where the subjects learn. The researcher observes the context, interacts with the data, and interprets the meaning that emerges from the observations and interview. However, to

support the completeness and validity of the data, the researcher also uses several research tools, namely :

1. Observations are a qualitative research tool used to gather data for research. Observations, according to Ary et al. (2018: 431), are a key method for collecting data in qualitative research to characterize the environment (the time and location in which the study is conducted), behaviors (the way in which an individual conducts themselves), and interactions (2 people or more communicate with each other). In this study, observations are made using a checklist and field notes according to Arikunto (2010) this observation guide consists of lists or items describing events or behaviors; by following these guidelines, student activities and teacher performance in the classroom can be observed in a more structured manner, According to Sanjaya (2016), field notes are a tool for recording all events that occur in connection with the actions taken by the teacher. Field notes were used to record all classroom events in detail across four observation sessions, ensuring that the data captured were comprehensive and reliable. According to Ary et al. (2018), field notes are one of the most commonly used tools in qualitative research to systematically document what researchers directly observe in the field, including the setting, activities, interactions, and the researcher's reflections. The use of field notes in this study was considered sufficient as an observational record, given that the findings were further validated through triangulation with interview data and document analysis, ensuring

the overall trustworthiness of the data and use The researcher observe the English teaching strategy at SMPN 1 Kota Solok.

**Table 3.1 Observation Blueprint**

| No | Aspect              | Indicator                                                          | No Item |
|----|---------------------|--------------------------------------------------------------------|---------|
| 1  | Acting from Script  | Teacher provides a model dialogue or script for students           | 1       |
|    |                     | Teacher asks students to repeat or rehearse the dialogue           | 2       |
|    |                     | Teacher guides students in pronunciation and intonation            | 3       |
|    |                     | Students perform the dialogue or script in pairs or groups         | 4       |
|    |                     | Teacher provides feedback on students' performance                 | 5       |
| 2  | Communication Games | Teacher introduces the game rules and objectives clearly           | 6       |
|    |                     | Teacher demonstrates the game activity before students participate | 7       |
|    |                     | Students actively use English during the game activity             | 8       |
|    |                     | Teacher monitors and assists students during the game              | 9       |
|    |                     | Students show enthusiasm and spontaneous communication             | 10      |
| 3  | Discussion          | Teacher provides a discussion topic or task related to the lesson  | 11      |
|    |                     | Teacher organizes students into pairs or small groups              | 12      |
|    |                     | Students exchange information and ideas in English                 | 13      |
|    |                     | Teacher facilitates and monitors the discussion activity           | 14      |
|    |                     | Students present or report the result of their discussion          | 15      |

| No | Aspect                           | Indicator                                                            | No Item |
|----|----------------------------------|----------------------------------------------------------------------|---------|
| 4  | Prepared Talks and Presentations | Teacher gives clear instructions for the presentation task           | 16      |
|    |                                  | Teacher gives students sufficient time to prepare their presentation | 17      |
|    |                                  | Students present their work or topic in front of the class           | 18      |
|    |                                  | Teacher provides constructive feedback on students' presentation     | 19      |
|    |                                  | Students demonstrate confidence and fluency during presentation      | 20      |

## 2. Interview

Interview are used to get information from people about their own thoughts, beliefs, and feelings regarding various situations, according to Ary et al. (2010). They are used to better understand people's experiences and the meaning they make of them, not to validate ideas. The interview strategies involves conducting in person, guided interviews with respondents to gather data or information for research projects. In order to gather information for this study, the researcher asked respondents a series of questions about how strategies are applied to speaking learning process.

**Table 3.2 Interview Blueprint**

| <b>No</b> | <b>Aspect</b>                    | <b>Indicator</b>                                                                                            | <b>No Item</b> |
|-----------|----------------------------------|-------------------------------------------------------------------------------------------------------------|----------------|
| 1         | Teaching Strategies Used         | Teacher explains what strategies are used in teaching speaking on the topic "Introducing Self and Family"   | 1              |
|           |                                  | Teacher explains whether picture-based activities are used and how they are implemented                     | 2              |
|           |                                  | Teacher explains whether acting out dialogues or scripts are used and how they are applied                  | 3              |
|           |                                  | Teacher explains whether pair or group discussion activities are used and how they are implemented          | 4              |
|           |                                  | Teacher explains whether prepared talks or presentations are assigned and how students are guided           | 5              |
|           |                                  | Teacher explains whether interactive games or communication games are used and how they are implemented     | 6              |
| 2         | Strategy Selection and Rationale | Teacher explains which strategies were actually applied in teaching the topic "Introducing Self and Family" | 7              |
|           |                                  | Teacher explains the reason for choosing the particular strategies                                          | 8              |
| 3         | Challenges and Solutions         | Teacher explains the obstacles faced in using the selected strategies                                       | 9              |
|           |                                  | Teacher explains how the obstacles were overcome in implementing the strategies                             | 10             |
|           |                                  | Teacher explains the strengths and weaknesses of the strategies used                                        | 11             |

### 3. Documentation

The researcher employs document analysis as a qualitative research approach to inspect or analyze documents in order to obtain pertinent and important information for the study, the information

gathered from observations and interviews regarding the teacher's methods for teaching speaking was supported and validated in this study through the use of document analysis. Lesson plans (RPP) and the teacher's instructional modules are among the papers examined in this study. These publications offer more details on the planning and execution of the speaking strategies used the classroom. Based on the findings of observations, interviews, and document analysis, this strategy aids the researcher in making precise judgments regarding the use of teaching speaking tactics.

#### **D. Technique of Data Collection**

##### **1. Observation**

Observation is the main method used in qualitative research to collect data, according to Ary et al. (2018), to characterize the environment (the time and location in which the research is conducted), behaviors (the way in which one conducts oneself), and interactions (2 people or more communicate with each other). When a researcher observes, they record field notes on people's behavior and interactions. This approach, which depends on narrative and language, aims to understand collective interactions in natural settings. The researcher used an observation checklist this data collection technique. The researcher observes the English teaching process at SMPN 1 Kota Solok.

## 2. Interview

The interview is a process in which the interviewer asks the interview or resource person a series of questions, and the interview responds to the questions. The purpose of the face to face on interview is to accomplish specific objectives between the interviewer and the respondent. According to Ary et al. (2018), interviews are used to get information from people about their own thoughts, beliefs, and feelings regarding various situations. Rather than being used to verify theories, they are used to better comprehend people's experience and the meaning they make of them. Semi-structured interviews were employed by the researcher in this study to collect research data.

A semi-structured interview is one in which the researcher has some flexibility to determine fresh concept and detailed answers while still using the interview standards as a guide (sultan,2018:90). The interviewer may choose to change the format or questions during the interview, but semi-structured is the preferred method. One feature that all qualitative interview styles have in common is that the questions are usually open-ended, meaning they cannot have a simple yes-or-no responses. Additionally, the questions are meant to highlight the key information that needs to be known about the phenomenon studied (Ary,2018). At the interview stage, the researcher give some questions related to the research topic to the informant to get clear information related to the teaching speaking strategies in teaching English at SMP 1 Kota Solok. The

research interviewed the English teacher at SMPN 1 Kota Solok. Before the interview take place, the research made a list of question to be ask an interview guide.

### 3. Documentation

Document analysis is the use of written or recorded materials as data sources in study. In educational research, documents are crucial information sources because they corroborate and authenticate results from other data collection strategies. Materials that can be examined include lesson plans, teaching modules, transcripts, and other educational records. In order to determine how teaching speaking strategies were organized and carried out in the classroom, the researcher used document analysis in this study by looking at lesson plans (RPP) and instructional modules. The goal of this analysis was to validate and corroborate the information gathered from observations and interviews, guaranteeing the precision and coherence of the conclusions regarding the teacher's methods for teaching speaking.

### **E. Trustworthiness of the Data**

Investigator The stage of data trustworthiness involves the researcher verifying the accuracy of the data they have already collected, the degree of confidence in the data, interpretations, and procedures employed to guarantee a study's quality is referred to as the study's trustworthiness. In order to assess a study's value, credibility is crucial. The researcher uses triangulation to assess the reliability of the data as stated by Joppe (2000:81), by utilizing a

variety of techniques and giving the reader a fair explanation, triangulation is an attempt to help researchers explore and explain complex human behavior. Triangulation, according to Noble & Heale (2019: 67), can provide a variety of data sets that are utilized to explain an intriguing occurrence that can be interpreted from a variety of angles and can enhance research. Triangulation is a data validation approach that compares or checks data using a method other than the data itself. Guion et al. (2011:2) categorize triangulations into the following types Data triangulation is a step in the research process that uses several information sources to improve the research's validity, according to Guion et al. (2011: 2). Researcher use of the most widely used sources is permitted at this point in order to facilitate their use. It is necessary to specify the methodology utilized to generate pertinent data when citing the source of was able to confirm the consistency and accuracy of the findings data or information. The same methodology, though, can be applied by researchers to other data sources.

#### 1. Triangulation

Investigator triangulation is defined as an analytical technique that uses multiple investigators, according to Guion et al. (2011: 3). By employing the same qualitative methodology (interviews, observations, case studies, or focus groups), each investigator or team of investigators is examining the program at this point. To get a better grasp of the many researchers' perspectives on how to approach the issue, the results of each investigator will be contrasted. We'll wrap up the findings after these

phases are finished. Although it is not practicable to assemble researchers at this level, it is very beneficial for demonstrating validity in research

## 2. Theory Triangulation

A step in the theory triangulation process is using several viewpoints to analyze and explain facts, according to Guion et al. (2011: 3). In order to interpret information uniformly, this method unites individuals from many specialties. Nevertheless, because it takes a lot of time, theoretical triangulation is less effective and is not always possible.

## 3. Methodological Triangulation

Methodological triangulation is a stage that includes using many approaches (qualitative and quantitative) to analyze and contrast the results, according to Guion et al. (2011: 4). For example, researchers employ interviews to check for identical outcomes; if, after a conclusion is reached, the same conclusions are found, the study's validity has been established.

## 4. Environmental triangulation

Guion et al. (2011). The utilization of location, setting, and other significant environmental factors like the time of day or season as well as other aspects of the research setting are all part of environment triangulation. Finding environmental elements that could have an impact on the data collected prior to the study is crucial to this triangulation process. Because environmental triangulation is only utilized for potential findings that are influenced by external factors, it cannot be applied in

every situation. Triangulation is used to verify the veracity of data, as previously explained. Data triangulation, investigator triangulation, theory triangulation, methodological triangulation, and environmental triangulation are the five categories of triangulations according to Guion et al. (2011). The researcher employed methodological triangulation in this study by using multiple data collection approaches that would be subjected to identical analysis before being compared. As a supplementary instrument, the researcher used observations and interviews in this study. A legitimate conclusion was reached by comparing the outcomes of the two approaches.

#### **F. Techniques of Data Analysis**

The steps a researcher takes to examine the data they have located are known as data analysis technique. According to Rijali (2018: 81), data analysis is the process of looking for and gathering field notes, interview transcript, and other material that are methodically gathered and generated in order to improve your comprehension and make it possible for you to communicate research findings to others. The technique of data analysis involves a number of steps, including gathering, preparing, and arranging data. The process of distilling copious amounts of data that are then gathered for comprehension is known as data analysis. To summarize, there are a few measure that can be followed in the data analysis stage (ibrahim, 2015: 98), the models for data analysis employed in this investigation were taken from Miles, Huberman, and saldana (2014:170) consist of three stages, including

data condensation, data display, and conclusion.

### 1. Data Condensation

According to Miles, Huberman & Saldana (2014: 11), data condensation is the process of selecting, focusing, simplifying, abstracting, and/or altering the data include in the entire corpus, or “body,” of written-up field notes, interview transcripts, papers, and other empirical materials, we are strengthening the data by condensing it, throughout the course of any qualitatively oriented project, data condensation happens continuously. As the research choose (sometimes without full knowledge) which conceptual framework, which cases, which research question, and which data collection procedures to employ, anticipatory data condensation is taking place even before the data are actually collected. Writing summaries.

Coding, creating themes, creating categories, and creating analytical notes are other instances of data condensation that take place as data collection continues. After fieldwork is finished, the data transformation and condensing process continues until a final report is finished. After the research collects the data, the research summarized the data related to the teaching speaking strategies in teaching English at SMPN 1 Kota Solok into a blue print.

### 2. Data Display

According to Miles, Huberman, and saldana (2014: 11), a display is an organized and compacted arrangement of information that facilitates

drawing conclusion and taking action. Observing displays enables us to comprehend what is occurring and to act upon that understanding by conducting more analysis or taking action. Numerous matrices, graphs, charts, and network are among the display covered and shown in this book. All of them are made to compile structured data into a concise, easily accessible manner so that the analyst can see what is going on and either make well founded conclusions or go to the next stage, the researcher present a summary of the condensed data relating to the teaching speaking strategies at SMPN 1Kota Solok.

### 3. Drawing and Verifying Conclusion

After the data display stage is completed, the last step concludes. According to Miles, Huberman, and Saldana (2014:12), drawing and verifying conclusions are essential elements of qualitative analysis that change as data is gathered. When interpreting patterns and casual linages, researchers balance being open and skeptical about their findings. As the investigation goes on, these initially nebulous conclusion become more specific and well founded. In order to prove the validity of findings, verification is essential and includes both casual reflections and in depth conversations with peers. The best way to condensation, display, and conclusion drawing to guarantee that the conclusions drawn are trustworthy and significant. Concluding is the process of verifying that the interpretation is valid and that there are no data mistakes. At this stages, the researcher made conclusions based in display data related to the teaching speaking strategies in teaching English at SMP N 1 Kota Solok.