

CHAPTER III

RESEARCH METHOD

A. Research Type

This research employs a descriptive qualitative research design, as suggested by (Creswell, 2012). Descriptive qualitative research is appropriate for studies aiming to explore and describe phenomena in natural settings without manipulating variables. It focuses on understanding how participants interpret their experiences, actions, and environment.

B. Research Setting

This research was conducted at MAN 1 Bukittinggi, located at Jl. Raya Bukittinggi By Pass KM 1 Gulai Batah, Bukittinggi City, West Sumatra. The research subjects were two English teachers and students of class X at the school. The study was carried out during the odd semester of the 2025/2026 academic year, spanning from November 5, 2025, to January 5, 2026.

C. Subject of the Research

This study involved two English teachers at MAN 1 Bukittinggi as the research subjects. Both subjects were selected based on their direct involvement in teaching English speaking in the classroom and their willingness to participate in the research. To maintain confidentiality, the subjects are referred to using the codes T.2 and T.1 throughout this study. Each teacher was observed across two classroom meetings. The identities of the research subjects are presented in the following table.

3.1 Subject of the Research

Component	Teacher 1	Teacher 2
Code	T.1	T.2
Gender	Female	Male
Educational Background	Bachelor of English Education	Master of English Education
Employment Status	Government Contract Teacher (PPPK)	Civil Servant (PNS)
Teaching Experience	7 years	30 years
Classes Taught	Various phases	Various phases
Subject	English	English
School	MAN 1 Bukittinggi	MAN 1 Bukittinggi

The first research subject, coded as T.1, a female English teacher at MAN 1 Bukittinggi. She holds a Bachelor's degree in English Education and currently serves as a Government Contract Teacher (PPPK). With 7 years of teaching experience across various class phases, T.1 has developed a comprehensive understanding of the diverse challenges students face in learning English, particularly in the area of speaking.

The second research subject, coded as T.2, a male English teacher at MAN 1 Bukittinggi. He holds a Master's degree in English Education and currently serves as a Civil Servant (PNS). With 30 years of teaching experience across various class phases, T.2 brings extensive pedagogical knowledge and a deep understanding of the challenges students face in learning English.

D. Instrument of The Research

In this qualitative research, the primary instrument was the researcher herself, assisted by a recording and camera device for the data collection process. As Creswell (2014) explains, in qualitative inquiry, the researcher functions as the key instrument, collecting data through documents, observing behavior. In line with this, supporting instrument was developed by the researcher to systematically collect data on the English teacher's speaking strategies at MAN 1 Bukittinggi.

The observation protocol serves as a structured guide for recording classroom activities during the observation Meetings held on November 18th and 25, 2025, in the classes taught by T.1 at MAN 1 Bukittinggi. And for the second teacher the observation meeting held on November 19th November 24th, according to (Creswell, 2014), an observation protocol is used by researchers to record information while conducting field observations, including descriptive notes on participants' activities and reflective notes on the researcher's own interpretations.

In this study, the observation protocol was designed to focus specifically on the speaking instruction strategies used by each teacher during learning activities, as this phase is central to the speaking instruction process. The researcher documented the teachers' instructional procedures, students' spoken responses and levels of participation, as well as specific strategies observed, such as memorization, speaking practice, building self-confidence, group work, and technology-assisted learning. A table format

was used to systematically document learning interactions in real time, while also providing space for descriptive field notes regarding contextual factors such as classroom atmosphere and materials used.

E. Technique of Data Collection

In this study, the researcher used technique to collect the data, namely observation. These techniques were applied to obtain comprehensive and valid data regarding the strategies used by English teachers in teaching speaking at MAN 1 Bukittinggi.

Observations were conducted to collect primary data on teachers' strategies for teaching speaking skills at MAN 1 Bukittinggi. The researcher conducted two systematic classroom observations to obtain comprehensive information on how English teachers implement speaking strategies in their daily teaching practices. The first observation with Teacher 1 took place in November 18th, 2025, and teacher 2 in November 19th, 2025. During which the researcher attended the entire English class Meeting from start to finish, taking field notes on learning activities, teacher-student interactions, and specific strategies used to facilitate students' speaking skills. The second observation with teacher 1 took place on November 25th, 2025, and teacher 2 in November 24th, 2025 with a specific focus on recording detailed information regarding the implementation of speaking strategies, including procedural steps, techniques used to encourage participation, the provision of feedback, as well as contextual factors such as classroom management and the instructional materials used. The researcher positioned themselves

as a non-participant observer during both Meetings to minimize disruption to the natural classroom dynamics while still paying close attention to the teaching and learning process.

F. Technique of Data Analysis

The data analysis in this qualitative research followed the interactive model proposed by (Miles, Matthew B. Huberman, A. Michael Saldaña, 2014), which consists of three concurrent flows of activity: data condensation, data display, and conclusion drawing/verification.

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data (Miles, Huberman, & Saldaña, 2014). The researchers began by transcribing all interview recordings verbatim, typing up field notes from classroom observations, and systematically compiling visual documentation. The researcher then used coding to identify meaningful units of information related to teachers' strategies for teaching speaking skills. Open coding was used to generate initial codes that emerged directly from the data, capturing specific teaching strategies, instructional techniques, teacher behaviours, and student responses. As the coding progressed, focused coding was applied to categorize the most significant codes into broader analytical categories. During this process, the researcher wrote analytical memos to document emerging insights and filter out

redundant information while highlighting important patterns and relationships among the codes.

2. Data Display

Data presentation is an organized and concise presentation of information that allows for the drawing of conclusions (Miles, Huberman, & Saldaña, 2014). Researchers create various visual formats, including thematic matrices, comparison tables, and narrative descriptions, to present findings systematically. Thematic matrices group identified teaching strategies based on the teacher and contexts, showing the types of strategies used, implementation procedures, and observed outcomes. Comparison tables highlight similarities and differences in how teachers apply strategies, while narrative displays combine quotes from interviews, field notes, and visual documentation to provide rich, contextual descriptions of each strategy. These displays allow researchers to identify patterns, make comparisons, and understand relationships within the data.

3. Conclusion Drawing and Verification

The third stage involves drawing conclusions and verifying them. Miles and Huberman (2014) state that from the very beginning of data collection, researchers begin to interpret the meaning of the data by noting regularities, patterns, explanations, and propositions. In this study, the researcher drew conclusions based on the data that had been summarized and presented, which answered the research questions

regarding the speaking teaching strategies used by English teachers at MAN 1 Bukittinggi. These conclusions were then verified by reviewing field notes, interview transcripts, and documents to ensure the accuracy and consistency of the findings.

G. Trustworthiness

To ensure the trustworthiness of this study, the researcher applied four criteria proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability.

1. Credibility

Credibility refers to confidence in the truth of findings and their interpretation (Lincoln & Guba, 1985). To ensure credibility in this study, the researcher applied source triangulation by comparing the teacher's lesson plan with the data obtained from classroom observations. The lesson plan served as a reference document to examine whether the speaking teaching strategies planned by T.1 were actually implemented during the learning process. By cross-referencing the lesson plan against the observational findings, the researcher was able to identify consistencies and discrepancies between the intended instructional design and its actual classroom execution. This process ensures that the findings regarding speaking teaching strategies are consistent and credible based on the data obtained through classroom observation.

2. Transferability

Transferability refers to the extent to which research findings can be applied to other contexts or settings (Lincoln & Guba, 1985). In this study, the researcher provides a rich and detailed description of the research context, participants, and findings so that other researchers or readers can determine whether these findings can be applied to their own contexts. Although this study was conducted specifically at MAN 1 Bukittinggi, the detailed description of the speaking instruction strategies used by teachers can serve as a reference for similar educational contexts.

3. Dependability

Dependability refers to the stability and consistency of the research process over time (Lincoln & Guba, 1985). To ensure this dependability, researchers carefully document the entire research process, including observation protocols and field notes. This documentation allows other researchers to review and trace the research process, thereby ensuring that the study was conducted consistently and systematically.

4. Confirmability

Confirmability refers to the extent to which research findings are influenced by the participants and their context, rather than by the researcher's own biases or interests (Lincoln & Guba, 1985). To ensure confirmability, researchers ensure that findings, interpretations, and

conclusions are derived directly from the data collected during observations and interviews, rather than from the researcher's personal assumptions. Raw data, including interview transcripts and observation notes, are stored and can be traced back to verify the findings of this study.

