

CHAPTER III RESEARCH METHOD

A. Research Type

This study employed a qualitative research design. According to (Creswell, 2012) qualitative research serves to explore and understand individual emotions, perceptions, and beliefs. The purpose of this study is to describe the strategies used by English teachers in teaching integrated English skills at MTsN 5 Padang, specifically how teachers integrate listening, speaking, reading, and writing skills into classroom practice. Therefore, this study focuses on describing the strategies used by teachers and the practices that integrate English skills during the teaching and learning process.

B. Place and Time of the Research

This research was conducted in approximately two weeks at MTsN 5 Padang, which is located at Jl. Raya Kuranji No. 18, Kuranji Village, Kuranji District, Padang City, West Sumatra. The researchers made three observations in the classroom to investigate the teachers' strategies for integrating English language skills. One interview with the teacher and a collection of supporting documents.

C. Respondents

The respondent of this study was Siti Haidah, an English teacher at MTsN 5 Padang. She has 33 years of experience teaching the English language. In this study, the researcher focused on one of the English teachers who teaches English to students in grades VIII and IX at MTsN 5 Padang.

D. Research Instruments

The instruments of this research are an observation sheet, an interview sheet, and documentation.

a. Observation Sheet

In this observation, the researcher used an observation sheet. An observation sheet is a tool used by researchers to record and observe data related to behavior or events occurring within the research context. The observation sheet serves as a means of recording details during the observation and usually contains specific indicators or categories to be watched (Creswell, 2013). This observation was conducted by directly observing and recording what the teacher did in the classroom, namely by watching teaching activities during the teaching process carried out by the teacher in integrating English language skills into learning at MTsN 5 Padang. In this case, the researcher conducted passive participatory observation, meaning the researcher was present in the classroom as a passive observer.

b. Interview Sheet

Interviews were used as a qualitative research instrument to obtain further information from English teachers and to clarify information not clearly identified during classroom observations. The interviews focused on teachers' strategies in teaching integrated English skills and the practices used to integrate listening, speaking, reading, and writing in the classroom. The researchers used structured interviews. According to Sugiyono (2019), a structured interview is

one in which the researcher prepares written questions before conducting the interview. In this study, the researchers prepared interview questions in advance.

The researchers systematically asked the English teachers questions that aligned with the research focus. But the teachers were free to give answers from their experiences, opinions, and teaching practices. The interviews did not have predefined answer choices, so the teachers were able to elaborate on their answers. Post-observation classroom interviews were conducted to clarify and supplement information gathered during the observation process.

There were 15 open-ended questions used in the study. The problems of this research were about the teacher's strategies and practices in integrating listening, speaking, reading, and writing skills in English teaching at MTsN 5 Padang. Interview data were used to support and complement observational data in describing teachers' strategies for teaching integrated English skills.

c. Documentation

Documents were a significant source of data in the qualitative study of teacher strategies for integrating English language skills into ninth-grade students at MTsN 5 Padang. (Creswell, 2013) explains, "Documents are public and private records that qualitative researchers collect about a setting or individuals in a study. They can be newspapers, meeting minutes, official reports, e-mail correspondence, diaries, or autobiographies". These sources are useful for providing information to help researchers understand the key phenomena in qualitative studies. These sources are useful for providing information to help researchers understand the key phenomena that are central

to qualitative research. Within the framework of this study, documents such as syllabi, lesson plans, teaching modules, and instructional media can provide in-depth insights into the strategies used by teachers to teach the integrated skills of speaking, listening, reading, and writing. By analyzing documents, researchers can better understand how teachers help students to comprehend and strengthen their skills in the English language.

The researcher performed the following procedures: The analysis is based on the observation sheet, interview sheet, and analytical documentation. The researcher observed English learning in the classroom. After a brief explanation, the researcher interviewed the English teacher. Finally, the researcher analyzed the lesson plan used. The researcher also documented the teacher and students during the learning process.

E. Data Collection Technique

In this study, three data collection techniques were used. *First*, the researcher visited the classroom to observe the English teaching and learning process. Observations were conducted over three sessions, covering the teaching process from the beginning to the end of each lesson. The researcher observed the teacher's activities, starting from the opening of the lesson, delivering the learning material, implementing teaching strategies, integrating English language skills, and closing the lesson. According to (Creswell, 2012), observation is the process of gathering direct and open information by observing people and places at the research location. In this study, the researcher used non-participant direct observation because the researcher directly visited the classroom and observed the

teacher's teaching process without participating in class activities. Observations were conducted over three sessions, from the beginning to the end of each English lesson.

Second, the researcher conducted interviews with the English teacher teaching in the observed class. The interviews were conducted to clarify any ambiguities during the observation process. These interviews also aimed to obtain information about the teacher's strategies for teaching integrated English skills and the practices used to integrate listening, speaking, reading, and writing in the classroom.

The researcher used structured interviews. According to (Sugiyono, 2019) a structured interview is one in which the researcher prepares an interview instrument in the form of written questions before conducting the interview. In this study, the researcher prepared interview questions in advance based on the research focus and systematically posed questions to the English teacher. However, the teacher was free to provide answers based on her own experiences, opinions, and teaching practices. There were no predetermined answer choices, so the information obtained from the interview reflected the teacher's own explanations and experiences. Interviews were conducted after the classroom observations to help the researcher clarify information that was not fully understood or clearly identified during the observation process.

Third, in addition to observation and interviews, document analysis serves as a supplementary data collection technique. In the context of this research, documents such as syllabi, lesson plans, teaching modules, and learning media can

provide in-depth insights into the strategies teachers employ in teaching speaking, listening, reading, and writing in an integrated manner.

These documents serve as supporting evidence that complements the findings from observations and interviews. Through document analysis, researchers can identify patterns in the lesson planning, teaching methods, and assessment techniques used by teachers. Furthermore, documents help verify whether the strategies mentioned during interviews and observed in class are systematically planned and documented.

By integrating observation, interviews, and document analysis, this research ensures a comprehensive and reliable approach to understanding teachers' strategies in teaching English in the classroom.

F. Technique of Data Analysis

In this study, the researchers used the data analysis technique proposed by **Miles & Huberman (1994)**, as cited in Yanti et al. (2024). According to Miles and Huberman (1994), qualitative data analysis consists of three main stages: data reduction, data presentation, and conclusion drawing/verification.

1. Data Reduction

According to **Miles & Huberman (1994)** data reduction is the process of selecting, focusing, simplifying, and organizing raw data into relevant and meaningful information. This helps researchers focus on data related to the research objectives and exclude irrelevant information.

In this study, researchers reduced data obtained from three classroom observations, one interview with an English teacher, and supporting documents.

Researchers analyzed the data according to the research focus, selecting information related to teachers' strategies in teaching integrated English skills and excluding irrelevant information. Researchers also compared the observation results with interviews and supporting documents to identify relevant and consistent information. The selected data were then categorized and prepared for the next stage, namely data presentation.

2. Data Display

According to **Miles & Huberman (1994)** data presentation is the process of organizing and presenting data clearly and systematically to help researchers understand the information and identify patterns or relationships within the data.

In this study, researchers presented the reduced data in descriptive narratives and tables. The data were organized based on teacher strategies and the integration of listening, speaking, reading, and writing skills observed during three classroom observations. Interview results and supporting documents were also presented alongside the observation data to provide a clearer description and support the findings. This presentation helped researchers identify patterns and relationships among the data before concluding

3. Drawing Conclusions / Data Verification

According to **Miles & Huberman (1994)** Concluding involves interpreting data to identify key findings, while verification is conducted to ensure that these conclusions are supported by the collected data.

In this study, the researchers drew conclusions based on the reduced and presented data. They identified patterns related to teachers' strategies in teaching integrated English skills and compared findings from three classroom observations with interview results and supporting documentation. They then verified these findings by checking for consistency of information from the various data sources. This process was carried out to ensure that the conclusions accurately represented teachers' strategies and practices in integrating English skills at MTsN 5 Padang.

