

Chapter Three

Methodology

This chapter presents methodology used in this study. This chapter elaborates five subchapters including the research design, setting of the study, participants of the study, data collection instrument, data collecting procedure, and data analysis. The first subchapter presents research design which was used in this study. The second subchapter presents the place where and the time when the study was conducted. The third subchapter presents the participants who get involved in this study. The fourth subchapter presents the instrument use in this study. The fifth subchapter presents the procedure in collecting data obtained from participants. The sixth subchapter presents how the researcher analyzes data obtained from the participants.

Research design

This study used qualitative research method because the researcher wanted to get in-depth information from English teachers about their teaching strategies. Qualitative research method helps the researcher to investigate strategies used by English teacher. According to Cohen, Manion, and Marrison (2011), qualitative research method was a method used in order to collect an in-depth, accurate and detail understanding and information from participants' opinion. The researcher chose qualitative research method because it gave detail information from participants, and it was similar with the aim of this study.

This research focused on teachers' strategies in teaching speaking. The strategies consist of the activities used by the teachers in the classroom to teach

speaking. It was in line with Merriam (2009) who stated that qualitative research method focused on how participant share their experiences in order to address research issues.

To support this study, the researcher used descriptive qualitative research design. Merriam (2009) stated that in descriptive qualitative research, result of descriptive qualitative research was rich and had description to explain the participants' answer. The researcher also wanted to give detailed information so that the reader understands the content of this research. According to Lambert and Lambert (2012), descriptive qualitative research design was suitable to be applied in giving detailed information from participants to make the readers understand the content because it has descriptive after the participants' answer.

Setting of the study

There were several reasons why researcher conducted this study in state high school Banjarnegara. First, the school was known as a favorite school in Banjarnegara. Second, the school had qualified teachers including English teachers. It is shown by many achievements in academic competition. Third, the school also provided facilities which support students to practice using English. The consideration was because the state school has qualified English teachers but there is almost non achievement related to English. In addition, the teachers only had two hours in teaching speaking for students.

This study took one moth to collect and analyzed the data. In collecting the data, the researcher took fifteen minutes for participants one, seventeen minutes

for participants two, and twenty minutes for participants three to conduct the interview. This study was done in July, 2018.

Participants of the study

In this study, the researcher used purposive sampling. According to Cohen et al. (2011), the researcher had particular criteria in choosing participants to participate. In this study, the researcher has several criteria of the participants. First, the researcher chose English teachers who master the target language and used particular strategies consist of techniques and method in teaching speaking. Similarly, Shishavan and Sadeghi (2009), there are several characteristics of qualified English teachers such as they are mastering the target language and use particular techniques and methods in teaching their students. Fourth, the researcher chose the participants who teach English in different clases to get various and rich information from their teaching experiences consisted of what strategies used in teaching speaking.

In this study, the participants are English teachers of State Senior High School Banjarnegara. There are five English teachers in State Senior High School Banjarnegara. There were five English teachers in State Senior High School Banjarnegara but there were only three participants who got involved in this study consist of one male and two females. It was because two participants were finished their duty. Though there were only three participants in this study, the researcher got rich and detail data to answered research question. There was no limitation of rule number of participants. According to Cohen et al. (2011), there is no clear rule on the size of participants in qualitative research.

To certify anonymity, the researcher changed the participants' name into pseudonym. The pseudonym was Ms. Rose for the first participant, Ms. Jane for the second participant and Mr. Andrew for the third participants. It was done to protect the participants' privacy so they can give the information honestly. This is clarified by Cohen et al. (2011) who explained that participants' who get involved in a research, the researcher may include anonymity to protect the participants.

Data Collection Instrument

This study used interview guideline as the instrument of the study. According to Cohen et al. (2011), interview guideline was tool between the researcher and participants. Then the researcher made list of questions to avoid bias. In addition, interview was used as method to collect data from participants. It was because the advantages of conducting interview was allowed to get depth data. In this case, the researcher explores participants' experiences on teaching speaking. In interview, the participants are able to express and consider the situation from participants' point of view. It made the participants free to express and tell their opinion during the interview.

In this study, standardized open-ended interview was used as the design of interview. Cohen et al. (2011) stated that in standardized open-ended interview, the interviewer asked the same question in the same order to the interviewee to get similar finding. The aim of the researcher used standardize open-ended interview was to get rich and deeper information from the participants' experiences. The main strengths of using standardize open-ended question were the participants can answer the question without limitation words and the researcher was able to asked

the same questions to the participants so that the comprehension findings were obtained.

Before the researcher did the interview, the researcher made an interview guideline. The researcher used open-ended questions. Cohen et al. (2011) stated that open-ended question allows the interviewer to get rich information in gathering data from participants. Moreover, the indirect and general question have been asked in interview in order to produce open responses (Cohen et al., 2011). The questions were about the strategies used by the teachers in teaching speaking. Besides that, the researcher prepared some tool to support the interview guideline such a recorder (the researcher's mobile phone), a pen, and a book to making several highlights notes in conducting interview. In addition, this research used unstructured response to explore participants' experiences in using these strategies; by using unstructured responses the participants answered the question freely (Cohen et al., 2011).

Data Collecting Procedures

The procedures in gathering data in this study were described in several steps. First procedure was preparing the instrument to collect the data. It was making interview guidelines so that the researcher could adjust it with the purpose of this study. Second procedure was finding the participants who had specific criteria. Third procedure was the requirements of administration had been finished before doing this study. Fourth procedure was contacting the participants through the staff of the school and explaining the study in general. The fifth procedure was making an appointment with the participants. It was done by sending message via WhatsApp messenger to have a meeting with the participants directly in order to

ask their permission and willingness to involve in this study. Afterwards, at the beginning of the meeting, the researcher gave a description and explanation about this study concept, so the participants had sufficient information and description to decide whether they will participate in this study or not. Similarly, Cohen et al. (2011) declare that the interviewer needs to give a point of you of the discussion to the participant before conducting the interview. Besides, the researcher will make an agreement with the participants to conduct an interview on each participants' availability.

Dealing with the appointment of the interview schedule, the following step was conducting one-on-one interview. One-on-one interview was employed as a type of interview as stated by Creswell (2012) that one-on-one is suitable for interviewing participants who are willing to speak and share ideas comfortably. The language used to conduct interview is *Bahasa Indonesia*. The researcher chose *Bahasa Indonesia* because it is the researcher's and participants' mother tongue. One of the advantage of using *Bahasa Indonesia* is the researcher and participants were easy to understand the conversation. The real time to interview each participants were fifteen minutes for participants one, seventeen minutes for participants two and twenty minutes for participants three..

Data Analysis

In this part the researcher explains the steps in analyzing the data from participants. The steps were transcribing the data, member checking, and coding.

Transcribing the data. After the researcher conducted the interview, the researcher transcribed all the recording from participants' answer. Transcribing

was useful to know the participants' answer. According to Cohen et al. (2011), transcribing is the process of writing down the interview from recorder, or changing from audio form into written form to get the participants' answer. The researcher used verbatim technique, so the researcher wrote down all the thing spoken by the participants during the interview without adding or editing anything.

Member checking. After transcribing data, the researcher did member checking. The researcher gave the softcopy transcribe to each participant. Then, the participants checked whether or not the transcription was same with participants' answers through email. Afterwards, the participants sent the researcher message using WhatsApps to prove the transcribe was correct or not. The benefit of doing member checking was to check the validity of the interview transcription. Member checking was used to prove validity of the data. In member checking, all the participants did not change their whole statement. It means that the transcribe of the interview was valid.

Coding. After that, the researcher did coding. Cohen et al. (2011) stated that coding helps the researcher to identify similar information from the participants and it also eases the researcher to get acceptable result since the information has been categorize. In coding, the researcher was labeling the important information related to the research questions. The labeling was done by giving different colors for the strategies implementation in classroom to teach speaking. Afterwards, the researcher was categorizing the important information which had been colored and gave the theme for each categorize. Then the researcher provided the theme to classify the data from each participant and unsets

the appropriate statement from participants in each theme. t. The last step was the researcher analyzed the data in color to answer the research questions. After the steps were done, the researcher reported the result and made conclusion based on the result.