

CHAPTER 3

RESEARCH AND PROCEDURES

3.1 Method of the Research

The research design used is a descriptive case study. A descriptive study is used in this research because this research concerns a phenomenon in a real-life context. This research design was selected because this study described and focused on the phenomenon in the final project of LMED courses namely making a student coursebook for ELT. This type of case study is used to describe an intervention or phenomenon and the real-life context in which it occurred Baxter & Jack (2015) cited in (Yin, 2003).

3.2 Focus of the Research

This research was to investigate EFL student teachers' challenges in developing materials for speaking skills. The research focuses on the challenges of EFL student teachers in the process developing materials for speaking skills.

3.3 Setting and Participants

This research has been carried out at one of the universities in Tasikmalaya. The participants were two EFL student teachers in English Education Department in the fifth semester in academic 2018. furthermore, the researcher chose the participants because the students in the final year have enrolled in LMED courses related to the materials development process in the final project of the LMED course, and the participant from different classes in LMED courses namely from A and C classes to get different perception, and to enrich data in this research. In the final project of LMED courses, student teachers divided into several groups to make a student

coursebook for ELT in senior high school and junior high school. In the group, everyone got one chapter to develop into materials based on the topic, and level of students in ELT. Furthermore, materials were adapted from student coursebooks sources such as student coursebooks from the government and student coursebooks from EFL students in the final project of the LMED course last year. Therefore, based on the experience of EFL students in the LMED course in the developing materials process, they were chosen as participants to get different perceptions which would enrich the data of this research. Furthermore, before collecting the data, the participants were asked to read, filled, and signed the consent form. It was necessary to ensure that participants allowed the researcher to analyze the data and to use it for publication purposes with keeping the participants' privacy. The interview sessions were conducted by using a mobile phone to record the voice in the form of an audio recording by WhatsApp media in the voice notes. In anticipation of the lack of interviews, the researcher asked the WhatsApp numbers for further information about the interview session if needed.

3.4 The Technique of Collecting the Data

The data were collected by using semi-structured interviews (SSIs). Semi-structured interviews are suited for several valuable tasks, particularly when more than a few open-ended questions require follow-up queries (Adams, 2015). In this research, semi-structured were used to collect data about the challenges faced by student teachers in developing materials for speaking skills.

Technically, the researcher performed some steps to conduct this interview, namely:

1. Looking at the phenomena and formulating the research problem
2. Contacting two EFL student teachers as non-participants via WhatsApp to confirm their availability to be a participant.
3. Making the interview guidance.
4. Making a consent form to be given to the non-participant.
5. Doing the interview.

The guidelines for making interview protocol adapted from Castillo-Montoya (2016). The interview protocol framework is comprised of four phases:

1. Ensuring interview questions align with research questions.
2. Construct an inquiry-based conversation.
3. Receiving feedback on interview protocols
4. Piloting the interview protocols.

3.5 Data Analysis

In this research for data analysis, the researcher used thematic analysis. Braun & Clark (2006) state “Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail.” This method is simply used for those who are new to qualitative research. There are six phases in thematic analysis proposed by Braun & Clark (2006) as follows:

3.5.1 Familiarizing with The Data

The researcher made the data transcript and data translation into English for the interview. The researcher printed and read the result of the data on the interview repeatedly until familiar with the content and gained an understanding of the text. Bird (2005, p.227) as cited in (Braun & Clark, 2006, p.17) stated that “the data will need to be transcribed into written form in order to conduct a thematic analysis.”

Table 3.1 Familiarizing with the data

	Interview Question	Transcript
R	Selamat siang, boleh meminta waktunya?	Good afternoon, may I ask for the time?
P	Selamat siang, Tentu saja	Good afternoon, of course.
R	Terima kasih atas waktunya, perkenalkan saya Siti dari Pendidikan Bahasa Inggris Angkatan 2016. Selanjutnya, silahkan perkenalkan diri anda.	Thanks for the time, let me introduce I’m Siti from English Education in academic 2016. Furthermore, please introduce yourself.
P	Baik. Perkenalkan saya Amelia dari Pendidikan Bahasa Inggris angkatan 2018.	Okay. I’m Amelia from English Education in academic 2018
R	Seperti yang kita ketahui bahwa dalam proses belajar mengajar, seorang guru harus mempersiapkan komponen- komponen untuk proses pembelajaran, dan salahsatu komponen paling penting adalah materi ajar. Selanjutnya, apa yang anda ketahui tentang materi ajar?	As we know that in the learning-teaching process, a teacher should be prepared components for the learning process, and one of the crucial components is learning materials. Furthermore, what do you know about learning materials?
P	Menurut pendapat saya, materi ajar adalah segala bahan atau informasi yang disusun untuk membantu siswa dan guru dalam proses pembelajaran, dan untuk mencapai tujuan pembelajaran.	In my opinion, materials are anything or information which is arranged to help students and teachers in learning- teaching process, and to achieve the learning goals in the classroom.
R	Selanjutnya, menurut pendapat anda bagaimana ciri materi ajar yang baik itu?	Furthermore, in your opinion how the characteristic of the good learning materials?
P	Kriteria materi ajar yang baik itu diantaranya materi harus sesuai dengan tujuan pembelajaran, kemudian materi tersebut sesuai dengan kebutuhan peserta didik, dan minat peserta didik.	Criteria for the good learning materials such as learning materials should be based on the learning goals. Thus, materials are based on students’ needs, and student interests.

3.5.2 Generating Initial Codes

After being familiar with the data, the data were classified into several codes with relevant data. In this phase, the researcher coded every data item and ended this phase by organizing all the codes and relevant data extracts. Coding is highlighting sections of the text, usually phrases or sentences with shorthand labels or codes to describe the content.

Table 3.2 Generating initial Codes

<p>P Menurut saya komponen speaking yang sulit untuk dikembangkan menjadi sebuah materi adalah fluency dan grammar. Untuk mengembangkan komponen fluency saya pikir itu hal yang sulit, karena bahan ajarnya adalah student coursebook. Sebagai developer kita harus memastikan bahwa materi yang dibuat berdasarkan kebutuhan siswa, sehingga siswa mampu berbicara Bahasa Inggris dengan fasih berdasarkan pengetahuan yang mereka dapat dalam materi tersebut. Selanjutnya, untuk komponen grammar, kesulitannya adalah bagaimana peserta didik dapat memahami materi tentang tata bahasa dalam bahasa Inggris dalam konteks speaking contohnya materi tentang auxiliary “can dan will” yang direpresentasikan dalam sebuah materi secara teori, dan saya pikir itu sulit.</p>	<p>The difficulties in developing the speaking fluency component</p>
<p>Selanjutnya, untuk komponen grammar, kesulitannya adalah bagaimana peserta didik dapat memahami materi tentang tata bahasa dalam bahasa Inggris dalam konteks speaking contohnya materi tentang auxiliary “can dan will” yang direpresentasikan dalam sebuah materi secara teori, dan saya pikir itu sulit.</p>	<p>The difficulties in developing Grammar component</p>

3.5.3 Searching for Themes

In this phase, the researcher analyzed the code of the data and then classified it into themes. To make it easy in this phase, we can use visual representations to help you sort the different codes into themes. You might use tables, mind-maps, or you might write the name of each code (and brief description) on a separate piece of paper and play around with organizing them into theme piles (Braun & Clarke, 2006).

Table 3.3 Grouping the codes

Initial codes	Participant 1	Participant 2	Total
Learning materials definition	1	1	2
The criteria of good materials	1	1	2
Materials development definition	1	1	2
Evaluating process	2	0	2
Identifying of needs	2	0	2
Adapting process	2	1	3
Courses description of LMED	1	1	2
Developing comics	1	0	1
Final project of LMED	1	0	1
Final project description	1	1	2
Confuse in selecting materials for speaking	1	0	1
Individual task	1	0	1
Lack of materials development knowledge	1	0	1
Student needs	1	0	1
Student interest	1	0	1
Comprehend social background of student	1	0	1
Representation cultural background in coursebook	1	0	1
Comprehend background knowledge of student	1	0	1
Suitable the materials with language skills	1	0	1
The difficulties of developing speaking fluency	1	1	2
The difficulties of developing grammar	1	0	1
Selecting materials topic	0	0	1
The difficulties of selecting materials	0	1	1
Need analysis	1	1	2
Student coursebook evaluation	1	0	1
Re writing	1	0	1
Re structure	1	0	1
Student coursebook by the EFL student teacher	1	1	2
Student coursebook by the government	1	1	2
Internet sources	1	0	1
Designing materials with application	1	0	1
Student teachers' prior knowledge	1	0	1
Student coursebook advantages	0	1	1
Student teachers' experience in LMED class.	0	1	1
The difficulties in speaking materials represented	0	1	1
The difficulties in Developing comprehension component	0	1	1
Developing of speaking materials topic	0	1	1
Suitable materials with learning objectives	0	1	1
Materials benefit	1	1	2

3.5.4 Reviewing the Potential Themes

In this phase, the researcher tried to modify the themes from the phase before. Some of the themes might need to be broken down into smaller components whereas some other themes needed to be combined. Here, we return to the data set and compare our themes against it.

Table 3. 4 Searching for themes

Themes	Codes
Themes 1	The difficulties in developing speaking fluency
	The difficulties in developing grammar
	The difficulties in developing comprehension
	The difficulties in selecting materials

3.5.5 Defining and naming Themes

In this phase, there might be a combination of themes. The researcher decided on the themes used to be interpreted and gave a name for each theme. Naming themes involves coming up with a succinct and easily understandable name for each theme. The name needs to be concise, punchy, and immediately give the reader a sense of what the theme is about (Braun & Clarke, 2006).

Table 3.5 Defining and naming themes

No	Sub themes	Themes
1	The difficulties in developing speaking fluency	The challenges in developing materials for speaking skill
2	The difficulties in developing grammar	
3	The difficulties in developing comprehension component	
4	The difficulties in selecting materials	

3.5.6 Producing the Report

This phase is the final opportunity for analysis. The researcher selected the appropriate statements that convey the core theme or essence of the themes, related the analysis to the research question and literature, and produced a scholarly report of the analysis. It is important that the analysis (the write-up of it, including data

