CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The present study has been investigated more through a case study. The case study is able to cover the "how" question and contemporary phenomena (Yin, 2018). It is linked with the present study to see the teacher's perception that may be influencing the teacher's action in the classroom and how does the teacher creates teaching strategies to face the phenomenon.

3.2 Setting and Participant

The research has been conducted in a secondary school in Tasikmalaya, West Java, Indonesia. This research involved a female teacher. She is 52 years old, and she has taught for about 30 years. The interview session affords some inferences. She always considers speaking tasks as an important aspect to be assessed. Additionally, the teacher is known as the patient teacher and rare to show the anger or treat students softly. Not finished until that, she always considers that learning should be understandable for all learners, especially for silent students. Therefore, she decided to repeat in explaining the materials and open private discussion for silent students out of the class. It would be interesting by reason of she has been tried to find the way how to face students' silence phenomenon. In the present study, the emerged silent students are 9. Besides, she has ever experienced a phenomenon of students' silence in the past. The name of silent students is Lina (pseudonym) and she got bullied by her friends because of her big sound resembles as a male

student. She felt insecure until blocked her mouth became habitual action, and low focused in the classroom. The teacher motivated her as much until Someday the condition was changing. All audiences were enchanted by her voice in the flag ceremony where she became a protocol and bravely to express her potential. That condition is not only happened outside of the classroom but also show significant changes in the way of her learning in the classroom particularly in English. She became an active student and did not feel hesitate to speak up.

3.3 Data Collection

The data were collected through a semi-structured interview. The questions have been organized based on the theory by Coplan, Hughes, Bosacki, & Rose-krasnor (2011) stated that teacher's perceptions, attitudes, and beliefs are divided into general and specific. Additionally, it is also added by the theories of perception (Campbell, 1967). The interview session has been recorded by a using sound recorder application on a smartphone. Firstly, the researcher asked permission to do the interview session by describing the aim of the event, the context of the research, and the topic. Then, after obtaining permission, she informed and guided the participant to the rule of the interview. After the information has been clearly understood, the interview session was started by turning on the audio recording (smartphone). It spent 2 hours 1 minute and 34 seconds. Finally, after the interview has finished, the researcher gave consent from to legalize the process of obtaining

the data and the participant signed it as the acceptance of being involved in the study.

3.4 Data Analysis

The data from the interview were analyzed using thematic analysis. It aims to identify themes and patterns in the data that is important or interesting to be investigated. Since the data from this study are described from what the perceptions had toward something issue, this is in line with the type of thematic analysis that the data have been summarized and organized rather than analyzed because the results are considered previously (Braun & Clarke, 2006). According to Braun & Clarke (2012), there are six steps for doing thematic, as follows:

3.4.1 Familiarizing with the data.

The form of the data was an audio recording from the interview. The researcher also listened and transcribed the audio completely including the filler, silence, or another feature of spoken into a notebook at the same time, after the data has been transcribed fully, it also read more than once to be familiar with the data.

3.4.2 Generating initial codes.

In this phase, the codes have been generated as shown in the table. The codes here are still random and contain various pieces of information and need to be simplified to find the themes.

Table 3.1 Generating initial codes' example

T:	*da* memang anak-anak *teh* pas responnya *teh* pas kita masuk *teh* 'Assalamu'alaikum' *Eh kamana wee* dari awal hingga akhir pelajaran *teh*. si anak *euu* berbicara aktif atau mengemukakan apa yang ada dalam pikirannya itu sulit mereka untuk mengungkapkan. Contohnya pada Adyana ya karena dia merasa menurut dia, dirinya *teh* ada kekurangan dalam dirinya, Padahal *mah* tidak ada sama sekali kekurangan. Makanya selalu menutupi mulutnya selama pembelajaran dan suaranya kecil sekali.	Unwillingness to learn Shyness
T:	Lalu, kalau menjawab ini, nilainya ibu kasih 100 atau ibu kasih ditambah kasih bintang, kasih bonus, terus lah memberi beri apa reward-reward, Ya dahulu ada Lina, emang karena ketakutan, dia bersuara, suaranya euu besar. Jadi dia tidak bersuara, diem aja. Dia tidak mau membukakan. Tapi setelah saya beri semangat suara kamu itu bagus dan bisa jadi potensi yang boom, *sok* kamu harus bisa. Akhirnya dia mau bicara dan aktif di kelas bahkan suatu hari oranng-orang terpesona oleh suaranya ketika menjadi protokol upacara.	Reward Compliment

3.4.3 Searching for themes

In this part, the researcher move from codes to themes. It also involves reviewed the coded data to identify areas of similarity and overlap between codes. The code that has been highlighted were divided, identified, and constructed into a theme. Another important part of this phase is exploring the relationship between codes and make sure that it will work together in telling a whole story about the data.

Table 3.2 List of initial codes

Shyness	21	Persuasion	6
Unwillingness to learn	18	Compliment	14
Parental influences	9	Get closer to the student	12
Social intercourse	13	Role-play	11
Cooperation	5	Group presentation	12
Attention	2	The game	10
Reward	9	Silent period	6
Compulsion	8		

Table 3.3 Grouping the highlighted idea

No.	Codes	Sub-themes	Themes
1.	Unwillingness to learn, parental influences.	Low self-motivation	Psychological aspects
2.	Shyness, social intercourse.	Low self-confidence	
3.	Compliment, persuasion, reward, compulsion/speaking test	External encouragement	Teaching strategies
4.	Game, group presentation, get closer to the students, role play		

3.4.4 Reviewing potential themes.

In this session, the researcher investigated the result of emerged themes with several considerations that congruent with the present research through added or deleted the information that does not need. Also, it involves considering the themes through several keys as differentiate among themes and codes, quality of the themes, boundaries, check the data whether it is meaningful or not to support the themes, and finally the coherence.

3.4.5 Defining and naming themes.

After reviewing the potential themes for the present study, 2 main selected ideas have been chosen, they are: 1) psychological aspects of students in the classroom and 2) teaching strategies applied

3.4.6 Producing the report.

The researcher wrote all of the ideas, the result from data collection, and another process considering many references and journal, and previous studies.

3.5 Research Schedule

Table 3.4 Research Schedule

No	Description	Nov 2019	Dec 2019	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June-July 2020	August 2020
1.	Research Proposal Writing	▓	▓	▓	▓					
2.	Research Proposal Examination				▓					
3.	Data Collection					▓	▓			
4.	Data Analysis							▓	▓	
5.	Report								▓	
6.	Thesis Examination									▓