

CHAPTER 3

METHOD OF THE RESEARCH

This chapter presents the methodology used in this study to conduct the research. It described seven parts of research procedures, namely research methods, setting and participants, data collection, data analysis, steps of the research, and research schedule.

3.1 Method of the Research

This study used a qualitative research method with a descriptive case study research design. Creswell (2012), argued that qualitative research would be appropriate to be employed when it would identify research participants' opinion, believe, or even perception. In addition, researcher want to know how teachers use these strategies in improving students' speaking ability.

A descriptive case study is generally used to provide the researcher with a rich description of the phenomenon being studied (Yin, 2003). This research was conducted to find out the teacher's strategies used in teaching speaking at one of the junior schools in Tasikmalaya.

3.2 Focus of the Research

This study focused on the teachers' strategies in teaching speaking at private school. The researcher wanted to know the teachers' strategies in teaching speaking. In addition, researcher also wanted to know how teachers use these strategies in their teaching.

3.3 Setting and Participants

The researcher chosed a private school in Tasikmalaya, because students from that school had good speaking abilities. Students could speak interactively and effectively during the learning process, Moreover, students at this school often achieved achievements in several fields in competitions, especially English language competitions such as storytelling, debate and speech. This also showed that the English teachers at this school combined various speaking teaching

strategies, such as group discussions, role plays, etc. so that students can learn comfortably and receive learning materials well.

The participants in this study were two male English teachers aged around 40-48 years. They were around 15-23 years of teaching experience. Participants were selected because they often used various strategies compared to the other teachers in the process of teaching speaking.

3.4 Technique of Collecting the Data

The research data collected through a semi-structured interview. Longhurst (2003), stated that semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions. Semi-structured interviews were conducted because of their flexibility. Researcher used this technique to obtain oral data from participants. The researcher wanted to get more information about what strategies the teacher used in teaching speaking, and how the teacher used these teaching strategies to improve students' speaking ability. The questions were asked based on several indicators. According to Brown (2007), there were six techniques in teaching speaking, focusing on both fluency and accuracy depending on your objectives, providing intrinsically motivating strategies, encouraging the use of authentic language in meaningful context, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, giving students opportunities to initiate oral communication. In this interview the researcher recorded and took pictures using a mobile phone, with the aim of getting the results of the interviews that had been conducted and as documentary evidence.

3.5 Technique of Analyzing the Data

The data were analyzed by using thematic analysis (Braun & Clarke, 2006). Thematic analysis aimed to identify, analyze, and report the patterns (themes) within the research data (Braun & Clarke, 2006). This tool analysis included of several procedures that guided the researcher in analyzing the data.

To begin, familiarizing the data, generating codes, searching for themes, reviewing the theme, defining and naming the theme, and producing the report.

Six steps in data analysis utilizing thematic analysis, which is as follows:

1. Familiarizing the Data

In this step, the researcher familiarized the data by reading interview transcripts regarding what teaching strategies the teacher used to improve students' speaking abilities. Data is presented in the form of audio recordings of interviews. After that, the researcher listened to the audio recording of the interview and transcribed it in detail. After that, the researcher read the transcript several times so that the researcher was familiar with the data

2. Generating Codes

In the second step, the researcher started to categorize the data into relevant groups. The researcher coded the data by first developing an initial list of thoughts about what was in the data, and what was worth paying attention to, and then focusing on specific subjects or items that interest the researcher. Researcher used a coloring approach to differentiate each element displayed by participants, which resulted in initial codes.

Table 3.1 *Generating Initial Codes*

Data	Initial Codes
Untuk strategi yang pertama itu ada tentang penyampaian vocabulary secara drilling , kita memberikan contoh bagaimana cara melafalkan kata yang benar dan anak anak mengikutinya	Drilling
Guru harus memberikan conto kepada anak anak untuk selalu berbicara dalam	Modelling

Bahasa Inggris,

Salah satu untuk meng guide interaksi anak dalam belajar Bahasa Inggris. Sejauh ini, ketika kita memasukan games kedalam pembelajaran anak menjadi lebih aktif dalam belajarnya.

Games

Kemudian kita juga ada group work, karna dengan menjadikan beberapa kelompok anak anak bisa saling membantu satu sama lain.

Group Discussion

anak anak di bagi beberapa kelompok untuk melakukan role play di depan kelas. Jadi kelompok ini melakukan role play dan kelompok yang lainnya memperhatikan sambil menangkap ee..mencari kesimpulan dari setiap kelompok yang melakukan role play

Role Play

Putarkan beberapa listening apa itu bentuk percakapan ee..atau dalam bentuk video. Jadi si anak menyimak dan mengambil intisari dari cerita tersebut nanti pertama mereka di tulis dulu lalu di ceritakan

Listening Exercises

Kita juga ada yang namanya reward and punishment. Jadi klo rewardnya kita kasih pin, jadi kalo pin nya warna merah, itu anak masih bisa berbicara Bahasa Indonesia, tapi kalo dia mau up lagi,

Reward and Punishment

nanti dia akan diberiakan warna kuning, nahh kalo udah pin hijau itu mereka should use English. Nahh kalo untuk **punishment** nya nanti di turunkan pin nya

Kita juga **berikan pertanyaan nanti di akhir, jadi setelah materi,** **Giving Feedback** di akhir di kasih pertanyaan dan si anak bisa menjawab atau engga gitu, dalam bentuk langsung

7 initial codes represented different aspects shown by participants' interview transcription. The following was a list of beginning codes and their frequency.

Table 3. 2 List of Initial Codes and Their Frequency

Initial Codes	Frequency
Drilling	6
Modelling	8
Games	7
Role play	7
Reward and punishment	4
Group discussion	7
Giving feedback	4
Listening exercise	2

3. Searching for Themes

This phase started with the first coding and collection of all data, and long flat distinct codes must be recognized across acquainted and coded datasets. This phase concluded with a collection of potential themes and sub-themes, as well as any coded data extracts related with the topic.

Table 3. 3 Searching for Themes

No	Initial Codes	Potential Themes
1	Drilling	Drilling and modelling strategies
2	Modelling	
3	Games	Utilizing games
4	Role Play	Role play and group discussion strategies
5	Group Discussion	
6	Reward and Punishment	Giving reward-punishment and feedback to the students
7	Giving Feedback	

4. Reviewing the Theme

The researcher analyzed the themes that were most significant to answer the study question, and eliminate any prospective themes that were unrelated to the study topic.

5. Defining and Naming Themes

This phase started when the researcher discussed the essence of each theme and how they were related. Furthermore, each topic was given a distinct name based on the study question.

Table 3. 4 Defining Themes

Sub Themes	Themes
1. Games	Utilizing games
2. Drilling	Drilling and modelling strategies
3. Modelling	
4. Role Play	Role play and group discussion strategies
5. Group Discussion	
6. Reward and Punishment	Giving reward-punishment and feedback to the students
7. Giving Feedback	

6. Producing the Report

The last phase followed the collection of all themes and included the final analysis and drafting of the report's elaboration. The researcher should identify as a case study of the problem and should immediately make an argument for the research question. As a result, by utilizing the preceding steps, the researcher would be aided in understanding the data gathered during data collection

3.6 Steps of the Research

Table 3. 5 Steps of the research

Steps	Descriptions
1	Discover recent phenomena
2	Searching for and reviewing existing research or research-related sources determines the topics to be researched
3	Choose a study topic to investigate
4	Start to complete the research proposal, starting from the

- background of the study, literature review, research procedures.
- 5 Data collection uses semi-structured interviews with participants
 - 6 Transcribe the results of the interview into written form
 - 7 Data analysis used Braun and Clarke's (2006) thematic analysis.
 - 8 Completing and finalizing a research proposal
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3.7 Time and Place of the Research

Table 3. 6 Research Schedule

Activities	Months											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	2023											
Research Proposal Writing												
Research Proposal Examination												
Data Collection												
Data Analysis												
<i>Telaah Komprehensif</i> Examination												
Final Thesis Examination												