CHAPTER 3

RESEARCH PROCEDURES

3.1 Research Design

The design of this study is exploratory case study. As stated by Yin (1984) a case study is a unique way of observing any natural phenomena which exists in a set of data. Exploratory case study sets to explore any phenomena in the data which serve as a point of interest to the researcher. This design was selected because it was appropriate to gain an extensive and in-depth description of a phenomenon (Heigham & Croker, 2009). Thus, it explored the tutors' challenges in teaching speaking and how do the tutors cope with it.

3.2 Setting and Participants

The setting of the study was in *Kampung Inggris*. This place is selected because it is one of the influential areas to learn English located in Pare, Kediri, East Java, Indonesia. Moreover, there are some areas that can support the learning activities (e.g. English Camp). Eventually, there are many English courses with various learning methods and specifications of programs are offered.

In this research, the participants were two tutors in one of English courses at *Kampung Inggris*. They have been active as an English teacher in *Kampung Inggris* since 2013. They graduated from one of universities in Indonesia majoring English Education. Their ages range from 24-27. They have been teaching speaking for 2 – 5 years.

Within a week they taught from Monday to Friday. One of them also received an award as the best tutor in 2019 from the institution where they taught. They are a friendly and sociable person, so they have a good relationship with their students. Generally, their first language is Bahasa Indonesia. More importantly, they have willingness to participate as the participant in this study and they were given the consent form before being interviewed.

3.3   Data Collection

The data collected through semi structured interview. It is an interview based on a plan or interview guidelines. Semi structured interview is selected because it can cover key topics particularly challenges and the solutions during teaching speaking *in Kampung Inggris* and questions which are allowed to develop as naturally as possible and not necessarily in the planned order (Heigham & Croker, 2009). Thus, the data collection technique used phone interviewing (Burke & Miller, 2001) due to a long distance between the researcher and participant, also because of covid-19 pandemic.

Step in conducting semi structured interview (Adams, 2015):

1. Selecting respondents and arranging interviews

    This phase relates to the things that need to be addressed in conducting the study. The interview was addressed to two participants. Also, the researcher contacted them to request and schedule the time for the interview.

2. Drafting questions and the interview guide

The researcher adapted the interview protocol framework from Castillo-Montoya (2016) that consists of four phases:

1. Ensuring interview questions align with research questions

2. Constructing an inquiry-based conversation

3. Receiving feedback on interview protocols

4. Piloting the interview protocol.

The first is planning; researcher should prepare the interview protocol and make a list of interview questions that are useful to communicate the questions to the participants along with the concern form. Further, interview guidelines were sent in advance online by discussing several topics related to the challenges and solutions of teaching speaking in *Kampung Inggris* based on the participants' experiences.

3. Starting the interview

In this part, the first thing is asking permission that this interview is recorded. In this method, the researcher used SAMSUNG A5 audio recorder to record the conversations that occur. Then, the interviewer asked the participant to talk freely. Also, the interviewer should consider the length of the interview. Afterwards, it starts with a question according to the question list.

4. Polishing interview techniques

  The data collection technique used phone interviewing (Burke & Miller, 2001). This technique is chosen because of the distant geographic scope between the researcher and participant.

5. Analyzing and reporting semi structured interview

  This part is exploring the result, the researcher revisit the collected data for accuracy from the recording. Furthermore, the data transcribed and translated. Then, it is analyzed by thematic analysis.

3.4 Data Analysis

  The analysis method is using thematic analysis. Thematic analysis is a method for analyzing data that focuses on identifying patterned meaning across a dataset, It is an analytical tool "for identifying, analyzing, and reporting patterns (themes) within data" (Braun & Clarke, 2006) which aims to classify meanings based on themes. This method is selected because it can focus on examining themes of the challenges and solutions in teaching speaking that arise from the result of interview data and it can be made into several themes to report the result. The steps (Braun & Clarke, 2006) are:

1. Familiarizing with the data

  It is the process of reading and re-reading the data transcript of the interview. The researcher read and re-read the data transcript related to the topic of this research about challenges and the solutions in teaching speaking in *Kampung Inggris*.

2. Generating initial codes

It is the process of organizing the data in a meaningful and systematic way into small chunks meaning, addressing specific research questions then analyzing the data. The researcher related the data based on the aims of the research and then categorized using the initial codes that are colored to highlight the challenges faced and the solutions made by the tutor during teaching speaking in *Kampung Inggris*.

Table 3.1 Generating initial codes

P: *mmm tantangan ya, mungkin yg pertama itu untuk bikin member nyaman di kelas dulu gitu. soalnya ada beberapa yg apaa yaa.. namanya.. ngerasa 'aduh aku minder, malu ah, mau pindah aja, kok susah ya'.. masalahnya di encouraging mereka untuk tetap dikelas untuk ikut meeting atau pembelajaran gitu ya. Selanjutnya, setiap hari pertama ngajar tuh pasti grogi, gugup.*	Demotivated tutees to learn English Perceived teaching anxiety

3. Searching for themes

It is the process of selecting the data transcript and finding out something significant or interesting about the data based on research

questions. The researcher identified the themes from the data that has been categorized and highlighted earlier in the second step.

Table 3.2 Searching for themes

Tutors' Competences and Performances of Teaching English Speaking		Psycological Factors of Tutors and Tutees	
Tutor's incapability of exploring English language teaching materials	5	Demotivated tutees to learn English	3
Tutors' Insufficient English vocabulary	3	Perceived teaching anxiety	4
Tutors' ineffective time management during language teaching practices	2		

Potential Solutions to Overcome the Challenges	
Building a good rapport of tutor and tutees	6
Tutor's self-motivation to English vocabulary enrichment	3
Selecting appropriate and updating issues of English language teaching materials	2
Providing English language learning motivation	3

4. Reviewing themes

It is the process of developing or modifying the themes that have been identified in search for themes step. The researcher re-examined the themes that have been identified about the tutors'

challenges and solutions in teaching speaking in *Kampung Inggris* to ensure the placement of the code has been grouped into the appropriate theme.

5. Defining and naming themes

The process of identifying the essence of what each theme is about. The researcher determined and gave the name of the theme based on the data obtained, namely about challenges faced by the tutors and the solutions in teaching speaking in *Kampung Inggris*.

Table 3.3 Defining and naming themes

Sub themes	Themes
1. Tutor's incapability of exploring English language teaching materials 2. Tutors' Insufficient English vocabulary 3. Tutors' ineffective time management during language teaching practices 4. Demotivated tutees to learn English 5. Perceived teaching anxiety	Tutors' challenges in teaching English speaking in *Kampung Inggris*
6. Building a good rapport of tutor and tutees 7. Tutor's self-motivation to English vocabulary enrichment 8. Selecting appropriate and updating issues of English language teaching materials 9. Providing English language learning motivation)	Potential solutions to overcome the challenges

6. Producing the report

The researcher reports the result of this research that is about challenges encountered by the tutors and the solutions when teaching speaking in *Kampung Inggris*.

3.5 Research Schedule

Table 3.4 Research Schedule

No	Steps	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	Mar. – June 2020	July 2020	Aug. 2020	Sept. 2020
1.	Research Proposal Writing	■	■	■					
2.	Research Proposal Examination				■				
3.	Data Collection					■	■		
4.	Data Analysis						■	■	
5.	Writing Report							■	■
6.	Thesis Examination								■