

CHAPTER 3

RESEARCH METHODOLOGY

In this chapter, the researcher presents the research methodology applied in the study. It includes the research design, setting and subjects of the research, data collection techniques, and the methods used for analyzing the data.

A. Research Design

This study used qualitative research particularly a case study. Qualitative research conveys the thoughts and experiences of participants in the study (Yin, 2016). On the other hand, a descriptive case study in the framework of qualitative research seeks to offer a thorough description of a phenomenon within its context (Patnaik & Pandey, 2019). Therefore, the researcher chose a descriptive case study because it enables to conduct in-depth study and to describe the teaching English strategies used by the teacher in a language class program in one of the private Junior High Schools in Tasikmalaya.

B. Research Setting and Participant

This research was conducted in one of the private Junior High Schools in Tasikmalaya. The researcher chose this school because it has a language program in one of the intensive class programs that was implemented at this school.

The language class program focuses on learning and mastering some languages. Unfortunately, this class is only learning and mastering one language which is English. In the instruction process, the English teacher used both Bahasa Indonesia and English to help students become more familiar with using English in class. Apart from that, English is used for communication with each other inside or outside the classroom.

The participant of this research was the English teacher who

teaches English in the language class program. The participant was selected by researcher because she used some strategies to teach English in that class.

Table 1. *Participant of the Research*

No	Name	Age	Experience (Year)
1	Ms. A	26	3

C. Data Collection

The data was collected by the researcher through observation. According to Creswell (2012) observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. Observing in a setting requires good listening skills and careful attention to visual detail. Observations gain a more comprehensive understanding of the phenomenon of the study.

In the observation of this study, the researcher acted out as a non-participant observer during an observation. A non-participant observer was an observer who visits a site and records notes without becoming involved in the activities of the participants. Observation will use a video for recording to help the researcher analyze the teacher's strategies for teaching English. Moreover, the researcher focused on what the teachers applied the strategies to teach English in the language class program.

D. Data Analysis

After the data had been collected, the researcher analyzed all the data. Data analysis is the process of systematically searching and compiling the data obtained from observation. In this study, the researcher was analysed the data using qualitative data analysis which has three components; data reduction, data display, and conclusion drawing and verification (Miles et al., 2014)

Figure 1

Components of Data Analysis

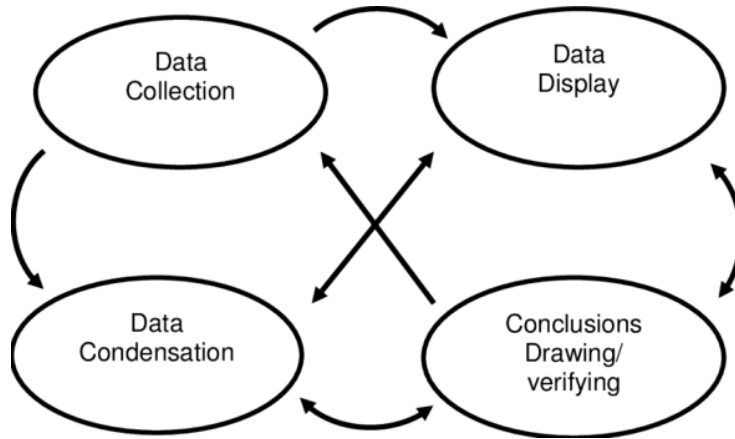


Figure 3.1 Components of Data Analysis: Interactive Model (Miles et al., 2014)

The procedures of analysis the data are presented in the following:

1. Data reduction

Data reduction can be understood as the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes and observation transcripts. The reduction of data is necessary because not all of the data can be included; only the relevant and important points that align with the research requirements are analyzed. Afterward, the researcher selected the data related to the research problem, which was gathered from the observation.

Here are the results that found in the field:

Table 2. *Data Condensation*

Original Data	Condensed Data
T: Welcome to the class, glad to see you after without meeting. So, today we will learn about English Proverbs. Have you heard about that?	T: Welcome to the class, glad to see you. So, today we will learn about English Proverbs. Have you heard about that?
	Ss: No

Ss: Hmm, no	S2: Is it <i>skibidi</i> ?
S2: Is it <i>skibidi</i> ?	T: English Proverb is a
T: English Proverb is a	popular saying. In Bahasa
popular saying. Popular saying	Indonesia is “ <i>Peribahasa</i> ”. Do
in Bahasa Indonesia is	you know <i>peribahasa</i> in
“ <i>Peribahasa</i> ”. Do you know	Indonesia?
<i>peribahasa</i> in Indonesia?	Ss: <i>Berakit-rakit dahulu,</i>
Something like <i>berakit-rakit...</i>	<i>bersenang-senang kemudian.</i>
Ss: <i>Berakit-rakit dahulu,</i>	
<i>bersenang-senang kemudian.</i>	
T: Okay, next one. Does	T: Does anyone know this?
anyone know this? (Teacher	(Teacher pointed the picture)
pointed the picture)	S1: Does a friend need a
S1: Does a friend need a	home?
home?	T: Does a friend need a home?
T: Does a friend need a home?	No.
No.	S2: Does a friend need a hug?
S2: Does a friend need a hug?	T: Does a friend need a hug?
T: Does a friend need a hug?	No. It is “a friend in need is a
No. It is “a friend in need is a	friend indeed”. It means
friend indeed”. It means	wherever you go home is the
wherever you go home is the	best place.
best place. Do you get it?	Ss: Yes, miss. Home is the
Ss: Yes, miss. Home is the	best.
best.	
T: Okay, because the group 2 is	T: Okay, because the group 2 is
already collected the result	already collected the result
now please come forward to do	now please come forward to do
a group presentation.	a group presentation.
S2: Okay, hmm, this is the	S2: Okay, this is the English

English proverbs we collected from others group... hmm	proverbs we collected from others group
One, when in Rome, do as the Romans do. The sentence is I am not used to eating with chopsticks, but when in Rome, do as the Romans do.	First, when in Rome, do as the Romans do. The sentence is I am not used to eating with chopsticks, but when in Rome, do as the Romans do.
S5: Two heads are better than one. Hmm, sentence is we couldn't solve the puzzle alone, but we did it together, two heads are better than one.	S5: Two heads are better than one. Hmm, sentence is we couldn't solve the puzzle alone, but we did it together, two heads are better than one.
S7: Curiosity ...	S7: Curiosity ...
T: Curiosity!	T: Curiosity!
S7: Hmm, curiosity killed the cat. Sentence is don't open that stranger's bag, curiosity killed the cat!	S7: Curiosity killed the cat. Sentence is don't open that stranger's bag, curiosity killed the cat!
S10: Don't judge a book by its cover. Hmm, he looks so scary, but he was kind so don't judge a book by its cover.	S10: Don't judge a book by its cover. He looks so scary, but he was kind so don't judge a book by its cover.
Enough miss, thankyou	S2: Enough miss, thankyou
T: Is that enough?	
S2: Yes, miss	
T: So, please browse on the internet five English proverbs and the meaning. So, divide the task. Some members is searching for English proverbs, and making examples and	T: Please browse on the internet five English proverbs and the meaning. Some members is searching for English proverbs, and making examples and others will be

others will be ask English proverbs to other groups. Okay, one group just one paper. Any questions?	ask English proverbs to other groups. Okay, one group just one paper. Any questions?
Ss: Miss with example?	Ss: Miss with example?
T: <i>Iya</i> , examples of sentence with the English proverb <i>kaya tadi</i> easy come easy go.	T: <i>Iya</i> , examples of sentence with the English proverb, <i>kaya tadi</i> easy come easy go.
S4: <i>Kaya tadi</i> ?	S4: <i>Kaya tadi</i> ?
T: Yes, make it full sentence from the proverbs you get (The teacher made sure all the students understand with the instruction)	T: Yes, make it full sentence from the proverbs you get (The teacher made sure all the students understand with the instruction)
T: Okay, let's switch the peers. Attention please, now, explain what your proverbs without looking at the notebook. So, put your notebook behind your back. Put your notebook behind your back. S11: Better late than never. It is better to do something late than not do it at all.	T: Attention please, now, explain what your proverbs without looking at the notebook. So, put your notebook behind your back. S11: Better late than never. It is better to do something late than not do it at all.
S2: But it is better to do it now, <i>jangan dinanti-nanti</i> .	S2: But it is better to do it now, <i>jangan dinanti-nanti</i> .
T: Okay, I will need one male student and one female student to come forward.	T: Okay, I will need one male student and one female student to come forward.
S2: Me.	S2: Me.

S12: *Miss berdua?* T: Okay Faris. Without
T: No, only one male. Okay looking at the notebook.
Faris. Without looking at the
notebook.

Saldaña, (2013), divides the coding process into two stages: 1) first cycle coding, and 2) second cycle coding.

a. First Cycle Coding

In this section, the researcher assigned initial codes to the data chunks.

Table 3. Initial Code

Data	Initial Code
T: Welcome to the class, glad to see you. So, today we will learn about English Proverbs. Have you heard about that? Ss: No S2: Is it <i>skibidi</i> ? T: English Proverb is a popular saying. In Bahasa Indonesia is like " <i>Peribahasa</i> ". Do you know <i>peribahasa</i> in Indonesia? Ss: <i>Berakit-rakit dahulu, bersenang-senang kemudian.</i>	Brainstorming with stimulating question
T: Does anyone know this? (Teacher pointed the picture) S1: Does a friend need a home? T: Does a friend need a home? No. S2: Does a friend need a hug?	Classroom Discussion

T: Does a friend need a hug?

No. It is “a friend in need is a friend indeed”. It means wherever you go home is the best place.

Ss: Yes, miss. Home is the best.

T: Okay, because the group 2 is already collected the result now please come forward to do a group presentation.

S2: Okay, this is the English proverbs we collected from others group

First, when in Rome, do as the Romans do. The sentence is I am not used to eating with chopsticks, but when in Rome, do as the Romans do.

S5: Two heads are better than one. Hmm, sentence is we couldn't solve the puzzle alone, but we did it together, two heads are better than one.

S7: Curiosity ...

T: Curiosity!

S7: Curiosity killed the cat. Sentence is don't open that stranger's bag, curiosity killed the cat!

S10: Don't judge a book by its cover. He looks so scary, but he

was kind so don't judge a book
by its cover.

S2: Enough miss, thankyou

T: Please browse on the Collaborative practice
internet five English proverbs
and the meaning. Some
members is searching for
English proverbs, and making
examples and others will be ask
English proverbs to other
groups. Okay, one group just
one paper. Any questions?

Ss: Miss with example?

T: *Iya*, examples of sentence
with the English proverb, *kaya
tadi* easy come easy go.

S4: *Kaya tadi*?

T: Yes, make it full sentence
from the proverbs you get (The
teacher made sure all the
students understand with the
instruction)

T: Attention please, now, Discussion in pairs
explain what your proverbs
without looking at the
notebook. So, put your
notebook behind your back.

S11: Better late than never. It is
better to do something late than
not do it at all.

S2: But it is better to do it now, <i>jangan dinanti-nanti.</i>	
T: Okay, I will need one male student and one female student to come forward.	Individual a presentation
S2: Me	

Table 4. *Develop Code*

Codes	Developing Codes
Brainstorming with the stimulating question	The teacher encouraged students to brainstorm by asking them questions
Classroom discussion	The teacher and the students discuss the material, clarifies ideas, and shares understanding.
Collaborative practice	The teacher instructed to find the material then make a sentence
Discussion in pairs	The teacher asked students to discuss with their pairs
Group presentation	The teacher provide student to present the topic
Individual presentation	The teacher asked students to show their presentation skills

b. Second cycle coding

The next step in the analysis process was pattern coding, where the researcher categorized the initial cycle's codes into fewer groups or themes.

Table 5. Pattern Code

Codes	Pattern Codes
Brainstorming with the stimulating question	Brainstorming
Classroom discussion	Discussion
Discussion in pairs	
Collaborative practice	Group Work
Group presentation	Presentation
Individual presentation	

2. Data display

At this stage, the researcher presents the findings after analyzing all the data.

Table 6. Data Display

Teaching English strategies	Observation Transcript
Brainstorming	T: Welcome to the class, glad to see you. So, today we will learn about English Proverbs. Have you heard about that? Ss: No T: English Proverb is a popular saying. In Bahasa Indonesia is like “<i>Peribahasa</i>”. Do you know <i>peribahasa</i> in Indonesia? Ss: <i>Berakit-rakit dahulu, bersenang-senang kemudian.</i>
Discussion	T: Does anyone know this? (Teacher pointed the picture) S1: Does a friend need a home?

	T: Does a friend need a home? No. S2: Does a friend need a hug? T: Does a friend need a hug? No. It is “a friend in need is a friend indeed”. It means wherever you go home is the best place. Ss: Yes, miss. Home is the best.
	T: Attention please, now, explain what your proverbs without looking at the notebook. So, put your notebook behind your back. S11: Better late than never. It is better to do something late than not do it at all.
Presentation	T: So, we will be learning English Proverbs. Later, I will divide you into 5 groups. Then, you will have to find out five English Proverbs, the meaning, and the example of dialogue then it will be presented by group. T: Okay, I will need one male student and one female student to come forward. S2: Me. T: Okay Faris. Without looking at the notebook.
Group Work	T: Please browse on the internet five English proverbs and the meaning. Some members is searching for

English proverbs, and making examples and others will be ask English proverbs to other groups. Okay, one group just one paper. Any questions?

Ss: Miss with example?

T: Iya, examples of sentence with the English proverb, kaya tadi easy come easy go.

S4: Kaya tadi?

T: Yes, make it full sentence from the proverbs you get (The teacher made sure all the students understand with the instruction)

3. Conclusion Drawing and Verification

The third phase in qualitative data analysis involves drawing and verifying conclusions. The qualitative analysis decides what things mean from the outset of data collection by noticing regularities, patterns, explanations, alternative configurations, causal processes, and propositions (Miles et al., 2014). The researcher also validates these conclusions. Once data is gathered, the process of forming conclusions starts with initial findings. In essence, conclusions are continuously reviewed and validated to achieve the most accurate outcome.

E. Research Schedule

Table 7. *Research Schedule*

Description	Sept -Nov 2023	Dec 2023	Oct 2024	Nov- Dec 2024	Jan 2025	Feb- Maret 2025	April 2025	June 2025
Research Proposal writing								
Research Proposal examination								
Data Collection								
Data Analysis								
Report								
Thesis Result Seminar								
Thesis Examination								