

CHAPTER III

METHOD AND PROCEDURE

This chapter presents: (1) research design, (2) operational definitions, (3) the research site and participants, (4) data collection, (5) data analysis, (6) establishment of trustworthiness.

3.1 Research Design

This research used a qualitative method as the fundamental aspect of the study. Fraenkel et al. (2012) suggest qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials. It supported that the aimed of this study was to investigate the strategies used by the English teacher in teaching speaking skills and to find out the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang.

Besides, the researcher used a case study as a research design to obtain in-depth information about the strategies applied by the teacher when teaching speaking for young learners. Stake (1995) states a design of analysis in which the researcher analyzes in depth a program, event, activity, process, or one or more individuals is a case study. Time and activity limit the scope of each case. Then, particular information was gathered by using various data collection procedures over a certain period.

In a case study, data could be collected using a variety of methods. Donald (2006) found interviews, observation, and archives are the methods used in case studies to collect data. In line with Creswell (2012), case study research is a

qualitative approach in which the researcher investigates bounded systems or numerous bounded systems over time, through detailed, in-depth data collection including multiple sources of data, reports a case description, and case-based themes. It was relevant to this research since the researcher investigated the strategies used by the English teacher in teaching speaking skills and found out the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang, and the researcher used interviews and observations methods to collect data.

3.2 Operational Definitions

In order to avoid the possibility of misinterpretation, the analysis included four definition terms. First, *teacher's strategies*, defined as the way that the teacher applied to handle the learners with the result that the educational objective can be achieved. Second, *teaching speaking* referred to the teacher taught the fifth-grade of SDIT Azizah Palembang to express very simple information in a class context. Third, *young learners* referred to the fifth-grade students at the age of ten of SDIT Azizah Palembang. Fourth, *teacher problems* referred to the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang.

3.3 The Research Site and Participants

SDIT Azizah Palembang was the site of study. It was located at Tegal Binangun street Karang Anyar I alley RT.22 RW.07 Plaju Darat Palembang. The participants chose by using the purposeful sampling method. According to Creswell (2007), purposeful sampling is synonymous with qualitative research.

This is because the researcher can choose participants and research sites related to the phenomenon and research problems under studies. It meant that the researcher needed to determine the specific purpose of the study, such as who or what is representative of the phenomenon being studied and how many sites or participants must be used in the study in order to explore the research problems.

In selecting suitable participants for this research, the researcher had several criteria that were appropriate for determining participants. The criteria for selecting participants were: (1) class with students at the age of 10-12 years in 4 - 6 grades of elementary school; (2) class that have English lessons; (3) English teacher in class that fulfills the two previous categories. Therefore, based on some of the criteria specified above, the fifth-grade English teacher and students were the subjects of this study besides they were suitable, fulfilled the requirements, the class suggested by the school, and according to Pinter (2011), children's ability to speak is more serious at the age of 10-12 years in 4 - 6 grades of elementary school than children aged 3 - 9 years in pre-school – 3 grade. It meant that the elementary school period is the right period to introduce English to children because that age is the golden period of the children in language development.

All students in SDIT Azizah Palembang amount of 195 students from grade 1 to grade 6. Whereas, grade 5 only consisted of 27 students for the 2021/2022 school year. In this research, the researcher as an interviewer and observer. Then, the data was analyzed and presented by the researcher in form of description.

3.4 Data Collection

In collecting the data, the researcher used two instruments of data collection. Since the research was a case study. First, the researcher did observations in the classroom by using an observation checklist and taking some notes during the observations activities in the online and offline learning as the first instrument to answer the research problems in the strategies used by the English teacher in teaching speaking skills and the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. And for the second instrument, the researcher did interviews to make sure the strategies used by the English teacher in teaching speaking skills and the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. The details were explained below.

3.4.1 Observations

Observations were carried out on the fifth grade English teacher and students of SDIT Azizah Palembang. The purposes of the observations were to answer the research problems about the strategies used by the English teacher in teaching speaking skills and the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. To gather the information, the researcher did the observations involving the participant observation. According to Neville (2007), the researcher conducts participant observation to observe in a certain way in the group that being studied and to share the documented experience and analyzed.

In this case, the researcher was a passive participant because the researcher joined online learning and only observed the activity between teacher and students. The researcher was required to undertake online observations by the school. The researcher did observations when the COVID-19 pandemic was not stable, and government regulations regarding *PPKM (Pemberlakuan Pembatasan Kegiatan Masyarakat)* were still changing frequently, which impacted school policies to carry out face-to-face or online learning. Therefore the school asked to make observations online via Zoom meeting and video calls. The observations had done in the fifth grade by using an observation checklist that covered the strategies used by the English teacher in teaching speaking skills, the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang and took some notes to add other information.

3.4.2 Interviews

In this research, interviews were used as the second instrument. Scott (1961) found a purposeful trade of thoughts, responding to inquiries, and communication between the interviewer and interviewee is called an interview. In a qualitative interview, the researcher prepared a list of interview questions and conducted semistructured interviews only with the fifth grade English teacher. In the semistructured interview, the interviewer had a list of topics and areas to cover, as well as certain standardized questions. However, depending on the context and the flow of the conversation, the interviewer may omit or add to some of these questions or areas (Neville, 2007).

The interviews were used as one of the instruments to know the strategies used by the English teacher in teaching speaking skills and the problems faced by the English teacher in using those strategies in teaching speaking skills to the fifth grade students of SDIT Azizah Palembang. Before conducting interviews, the researcher did some preparation. First, made a list of questions to ask the fifth-grade English teacher during the interviews. Second, prepared a note and recorder that will be used to make a note of important things and record them during the interviews process. Third, prepared an appropriate schedule for conducting interviews. Last, conducted the interviews. Telephone interviews were done with a teacher as a participant. These were based on a request from the teacher, who was the interviewee.

3.5 Data Analysis

After collecting data, the researcher turned to the task of data analysis. Thematic analysis was used in this research. According to Braun and Clarke (2006), thematic analysis is a data analysis method that can help a researcher to identify, analyze, organize, describe, and report themes and patterns of meanings in the whole dataset about specific research problem(s). Thematic analysis method can be used to analyze almost any kind of qualitative data such as interviews, focus groups, and qualitative surveys, using larger or smaller datasets. This data analysis method enabled the researcher to identify patterns and relationships that were known in general to answer the research questions of the study significantly.

In analyzing the data based on Creswell (2014), there are six steps of thematic analysis. First, organize and prepare the data for analysis. In this stage,

the researcher did some activities that implicated typing field notes, transcribing interviews, cataloging the visual material, sorting and arranging the data among others. Second, the data that has been obtained is read and viewed again to gain a general sense of the information. Third, start coding all of the data. The researcher organized the collected data by categorizing the images and text then labeling the categories with a term. Fourth, use the coding process to generate a description of the setting, people, categories or themes for analysis. Fifth, advance how the description and themes will be represented in the qualitative narrative. The researcher used a narrative passage to confer the outcomes of the analysis. Last, the researcher made an interpretation in qualitative research in the form of the strategies used by the English teacher in teaching speaking skills and the problems faced by the English teacher in using those strategies in teaching speaking skills for young learners at SDIT Azizah Palembang, in this case the fifth grade students to explain the findings.

3.6 Establishment of Trustworthiness

The researcher used the triangulation data collection technique to increase the accuracy of this research. Burns (1999) states triangulation is characterized as comparing dissimilar kind of information (e.g. qualitative and quantitative) and dissimilar method (e.g. observation and interview) to see whether they authenticate one another. Subsequently, by utilizing triangulation methods, the data gotten will be more reliable, complete and certain. Data triangulation meant that the researcher had to compare a few methods of data collection.

In triangulation data collection, data could be obtained in more than one method, since when data is collected through only one technique the results will be questionable, biased and weak. Whereas, if the researcher collected more than one method, the data obtained would be more reliable and complete. It can be determined that the data is valid when the researcher obtains the same findings in different data collections (Meriam, 1998, as cited in Zohrabi, 2013, p. 258).

The researcher used methodological triangulation to get the validity of data since the data was obtained in more than one method. Cohen et al. (2000) found methodological triangulation utilize the same method on different moments or different methods on the same object of study. Therefore, the researcher compared the data collected during the observations and interviews in this analysis to ensure data validity.