

CHAPTER III

METHODS AND PROCEDURE

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

3.1 Research Design

This study design was used qualitative research design. According to Creswell (2014), qualitative research is an approach when explore and understand the meaning of individuals or groups ascribe to problem of a social or human. In relation to this study, this study was also included in a case study method. Creswell (2012) claims that a case study is a problematic study which focuses on an exploration of the deep understanding about a case or a restricted system, which involves understanding of a phenomenon, activity, process, or one or more individuals. According to Baxter and Jack (2008), the function of qualitative research in case study is to hasten a phenomenal investigation in its discourse through various references of information. In summary, a qualitative research along with its case study design was the form of this research and to find out students' difficulties in learning English.

3.2 Operational Definitions

The title of this study is An Analysis of Students' Learning Difficulties in English Lesson at SMP Adabiyah Palembang. In order to avoid the possibilities of

misunderstanding about the terms in this research, the following were brief explanation of the terms used in this study.

1.2.1 Learning Difficulties

Learning difficulties is a condition faced by the students when experience problems in a classroom learning context. In this study, the students' difficulties in learning English at SMP Adabiyah Palembang will be explored.

1.2.2 English Lesson

English lesson is a compulsory lesson who have learning four skills at SMP Adabiyah Palembang.

3.3 Participants of the Study

In this section, the researcher conduct research in learning English lesson at SMP Adabiyah Palembang. SMP Adabiyah Palembang is located on Jl. Punai II No. 13, Duku, Kec. Ilir Timur II. The participant of this study were the teacher of English and students at SMP Adabiyah Palembang. The researcher used purposeful sampling technique in this study. According to Creswell (2012), purposeful sampling is generally utilized for qualitative research in order to identify and choose many information which is concerned with intended case. Investigators of the main real problem (Creswell, 2012). Thus, purposeful sampling technique was used in this research.

In this research the researcher used criterion sampling. Creswell (2007) states that criterion sampling is all cases that mean some criterion that would be useful for quality assurance. The participant of this study were four participant, consists of three

students, and one teacher. Creswell (2014) states that in qualitative research does not need to have a large number of participants (as cited in Marzulina et al., 2021). In the case, the researcher choose the participants based on the category, the researcher need on criterion sampling, and the reasons the researcher choose three students and one teacher as my participants based on: students who had problems or difficulties in learning English (this was based on recommendation from teacher that three students who had the lowest score), and English teacher who teaches seventh grade (because only one teacher who teaches in seventh grade). Therefore, the selection of teachers and students as participants was very important and make it easier to obtain data.

3.4 Data Collection

Data collection activities were the main step in research, because the main objective in research was to obtain data and answer various problems encountered. Nazir (1983) argued that data collection is the process of doing primary data for research purposes using systematic procedures to produce the required data. In this study, the researchers used method to collect data, namely interviews.

In conducting the data collection, the researcher used interviews as a source to answer students' learning difficulties in English lesson for students in class. For more details explained in the discussion below:

3.4.1 Interview

Interview was the most important instrument for used in order to collect data. According to Creswell (2012), a qualitative interview occurs when

researcher ask one or more participants general, open-ended questions and record their answers. In this study, the interviewer used one on interview to the teacher and three students. In interviewing the participants, the researcher was used semi-structured interview and conducted face to face. Robbins et. al. (2011) states that face to face interviews are usually more accurate than other data collection methods. Therefore, face to face interviews ensures the quality of the obtained data and increases the response rate.

In interview process, there were some steps. Firstly, the researcher was prepared the interview instrument. Then, the researcher record the interview by used audiotape or HP. The interview end after the interview finished answering the questions. Next, the researcher was coded the data to develop themes and generate a description from each themes. And the last, the data was interpreted and reported narratively.

In this study, the researcher make some questions according to Sintadewi et. al. (2020) argued that the students experienced difficulty learning English, namely: English lesson is boring subject, the students less motivated, less interested in taking English lessons, and the teacher does not use teaching aids and the methods used are less varied and not innovative. In addition, Praveen and Patel (2008) explained that there were four common problems difficulties in learning English namely: the students' lack of motivation, reinforcement, memory, and the students' lack of habit formation or lack of

exposure. With fifteen questions as instrument interview. The interview protocol can be seen in Appendix A.

3.5 Data Analysis

In data analysis, the researcher used thematic analysis to analyze the data. Alhojailan (2012) claims thematic analysis is a qualitative analysis type that used to analyze classifications and current themes that relate to the data. In this study, the researcher had to be able to draw interpretations about students' difficulties in learning English. Thematic analysis is recognized the most suitable for several study that seek to detect using interpretations (Alhojailan, 2012). In short, the researcher had to interpret the data and the researcher get used thematic analysis because it was the most appropriated for this study.

There were several steps that used to analyze the qualitative data and used thematic analysis. According to Braun and Clarke (2006), there are six steps analyze the qualitative data by using thematic analysis: 1) Researcher was familiarizing with the data. 2) Generating initial codes. 3) Searching for themes. 4) Reviewing themes. 5) Defining and naming themes, and 6) Producing the report.

Based on procedure, in the first step the researcher read the data and search for meanings, patterns and so on. Next step, the researcher coded the data from interview. Then, the researcher search for the themes, in this steps the researcher makes themes based on code. After that, the researcher reviewed themes that make it. Next, the researcher defined and named themes. In this step, the researcher redefined and renamed the themes to be more complex. And the last step was produced the report.

This step, the researcher makes the explanation of the result about students' learning difficulties in English lesson at SMP Adabiyah Palembang.

3.5.1 Analyzing Students' Learning Difficulties in English Lesson

The researcher was analyze what were the students' difficulties in learning English. The researcher was analyze the data obtained from interview. First, was organize and prepare the data analysis. This involved the data of interview by used recorded and take a note. Second, the researcher read or look at the data. In this step, the researcher transcribed the interview by used audio recording. Third, the researcher begin detail analyze with coding process. The process of coding involve identifying text segments, placing a bracket around them, and assigning a code word or phrase that accurately describe about the meaning of text segment. Coding process was result from the interview the data. Fourth, the researcher used coding process to generate a description about the setting as well as a theme for analysis. The researcher described detail information from the phenomenon based on the interview and documentation result to generate codes for this description. Fifth, the researcher advance the description and themes represent in qualitative narrative to convey the findings of analysis. The researcher mention about each participant. Finally, a final step of data analysis, the researcher make the interpretation of findings the data or meaning the data. The researcher describe a review of the major findings and how the research questions are answered. The researcher compare or contrast

the personal view with the literature, give the limitations of the study and give the suggestions for future research.

3.6 Trustworthiness

In this part, when the process of collecting and analyzing data, the accuracy of findings and interpretation must be ensured. According to Creswell (2012), validating findings means that the researcher determines the accuracy or credibility of the findings through strategies such as member checking or triangulation. In qualitative data research, the concept of trustworthiness using terms such as credibility, dependability, conformability, transferability, and authenticity. Lincoln and Guba (1985) stated that trustworthiness is one way researcher can persuade themselves and readers that their research finding are worthy of attention (as cited in Nowell et al., 2017). From those explanations, the researcher was conducted trustworthiness in this study.

The researcher used a member checking technique to enhance the accuracy of the study. According to Creswell (2012), member checking is a process in which the researcher asked one or more participants in the study to check the accuracy of the account. In order to do member the researcher asked with interviews to recheck about interview transcript as conformity to their information which have been given by them in the interview. The researcher asked them about the transcript that has been made, such as whether it was completed and appropriated based on their answer or not. And can be sure that the answer was want it. It was applicant to validating the data and

check the correctness of trustworthiness of the data. In conclusion, member checking was used to recheck the credibility of the data.