

## **CHAPTER III**

### **METHOD AND PROCEDURE**

#### **3.1 Research Design**

This research was conducted by using qualitative method with case study design. Creswell (2012) states that a case study is a problem study that focuses on exploring a deep understanding of a case or a limited system, which involves understanding a phenomenon, activity, process, or one or more individuals. This study applies face-to-face interviews in more depth with the aim of anticipating unexpected topics and to support the interviewee to build a superior understanding from the interviewee's point of view (Zhang & Wildemuth, 2009). In addition, Boyce and Neale (2006) state that "in-depth interviews are a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation". This means that the number of respondents is not a big problem as long as they reveal their perceptions in detail.

#### **3.2 Operational Definition**

In this research, the researcher provided some terms in order to avoid misunderstanding and misinterpretation of the readers.

**Teachers' Challenges** refer to aspects that can increase teachers' motivation, interest, and willingness to do something such as

meeting the needs of all students in the classroom and creating a positive learning environment.

**Teaching TOEFL Preparation** is the process of teaching TOEFL material that is given by the teacher to students so that students can know how to answer TOEFL questions with various skills on how to answer them, so that students have the provision to answer when taking the TOEFL test.

### **3.3 Participant of the Study**

The participants of this study is one English teacher who teaches in the TOEFL test preparation division of the twelfth grade at SMAN SUMSEL. According to Creswell (2012), purposeful sampling is used to intentionally choose participants and sites to get the center understanding of the phenomenon. There are several justification in selecting the participants. First, the teachers teaching in students of TOEFL test preparation. Second, the teachers have teaching experience in teaching students of TOEFL test preparation at SMAN SUMSEL. The participant of this study are teacher who taught TOEFL test preparation in which there were four teachers who taught general English, and two teachers who teach TOEFL test preparation. But only one teacher was suggested to become a participant by the teacher at SMA Negeri Sumatera Selatan, because one teacher had not fully taught TOEFL there but had only become a substitute teacher. So only one teacher can be a participant in this study. The

researcher used total sampling which is included to the kinds of purposeful sampling. This is because participants are people who have the status or experience needed in research and also people who have special knowledge to provide the information needed in research. So the participants manifest certain characteristics that the researcher is interested. The teacher who taught TOEFL test preparation department at SMAN SUMSEL was selected as a sample to find out the challenges faced while teaching TOEFL test preparation.

### **3.4 Data Collection**

In collecting the data, the researcher chosen interview to obtain the information from English teacher which aim to know the challenges in teaching TOEFL at SMA Negeri Sumatera Selatan. Kothari (2004) explains in detail that interviewing is a type of data collection method that involves presenting verbal-verbal stimuli and replies in the form of verbal-verbal responses. Best & Kahn (1993) also describe the interview as an oral questionnaire in which instead of writing responses, the interviewee provides a verbal and face-to-face response.

During the interview, the researcher used a one-on-one interview. According to Creswell (2012) the one-on-one interviews is a survey data collection by asking the exact question on the interview guide, completing the interview within the time allocated, being

courteous, and not injecting personal opinions in the interview. Beside that, the researcher used open-ended interview and transcribe it. The recorder used to record the answer of all participant. The interview would end after the interview has finished answering the question. Creswell (2012) defined that open-ended question are questions for which researchers don't provide the response options, the participants provide their own responses to question. The questions asked in the interview process varied. Namely by discussing the background of teaching English, their views on the importance of the TOEFL preparation program for students, the extent to which they are familiar with the TOEFL, their perceptions of the TOEFL preparation program in secondary schools and the challenges of teachers in teaching TOEFL test preparation. Some other questions regarding the best time for TOEFL preparation classes, how the program is organized, including student grade. These questions aim to determine the challenges and management of TOEFL learning faced by teachers in TOEFL preparation learning in grade 3.

### **3.5 Data Analysis**

In analyzing the data thematic technique used in this research study. Creswell (2009) defined there are six steps in analyzing the data in thematic technique. The First, the researcher did prepare the data by transcribe the spoken data to the text then sorting the data into the different folder based on different types depending on source

information. The second, the researcher have read through all the data in order to find the meaning and general idea of the information. The third, the researcher was analyze the data in detailed so that the researcher can coding the data. The fourth, the researcher categorized themes that describe detail information about people, places, or events in a setting. Fifth, the researcher represented the data in narrative qualitative. The last step, the researcher interpreted the data to make a whole of the meaning of the data that can be concluded as the challenges of English teacher in teaching TOEFL.

### **3.6 Establishing Trustworthiness**

In this part the researcher used member checking in analyzing data. Lincoln & Guba (1985) established member checking as one of the methods to determine trustworthiness. According to Creswell (2012) member checking is a way to determine accurate findings. Member checking is a process in which a researcher asks one or more participants in a study to check the accuracy of a study. This check involves taking the findings back to the participants and asking them (in writing or in an interview) about the accuracy of the report. because the participant is a teacher who teaches the TOEFL, the teacher interviewed in this study.

There are several steps to do during validation of the data using member checking. First, this process involves the researcher and two participants with the results of the research, whether or not it is

complete and appropriate based on their responses. Second, if deemed inappropriate, the researcher checks and asks again about the wrong part to get correct and accurate data. And finally, the researchers checked all the information to obtain adequate and accurate data.