

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This section will present several points related to research methodology. The first section discusses the research design. The second section contains information about the research site and participants. The third discusses data collection technique. Data analysis follows as the fourth part, followed by the research procedure and research timeline as the fifth.

#### **A. Research Approach and Methods**

The study uses a case study research design and a qualitative methodology. In this study, the researcher uses qualitative methods to gather written or spoken descriptive data from participants and information about observed behaviour. Creswell (2012) defines qualitative research as an examination of a situation's relevance from the viewpoint of individuals or a social issue. Additionally, qualitative research, according to Denzin and Lincoln (2017), is a situated activity that places the observer in the world and entails a number of interpretive and practical practises that make the world visible. A collection of representations, including field notes, interviews, conversations, images, recordings, and memoranda, are said to be created as a result of these practises. Polit and Beck (2016) expand on this description by stating that rather than making generalisations, the majority of qualitative research aim to provide an in-depth, contextualised understanding of some aspect of the human experience.

Additionally, the case study is used by the researcher in this study as a research strategy. Cresswell (2012) asserts that the case study approach is ideal for this study since it delves deeply into occurrences and considers them from a variety of angles. In-depth analysis of a programme, an event, an activity, a process, or one or more individuals by a researcher is what Mohajan (2018) defines as a case study. Additionally, it considers the chosen study strategy and how the findings are related by it. A qualitative research case study, according to Merriam (1998), is an in-depth

description and analysis of a constrained phenomenon, such as a programme, institution, person, process, or social unit.

According to Creswell (2014), there are several procedures that this research follows to conduct a case study: 33 First, this research finds the issue, the appropriate design, and how the issue relates to the research problem. Problems faced by teachers when teaching English, especially speaking. Therefore, this research uses a qualitative approach with a case study design, because it will examine the difficulties faced by teachers and strategies for solving them in depth. Second, this research received approval from the institutional inspection board. Searching for research locations uses a purposive sampling technique. First, researchers interviewed three teachers to find out some knowledge about oral communication skills and classroom discourse. After that, the researcher carried out observations in the classroom to see the strategies used by the teacher to overcome the difficulties experienced by the teacher. Fourth, this research also uses a questionnaire to see the impact on student perception. Determine the details of the case and create a framework for those details. Expand on the issue or theme of the case.

### **B. Data Source**

Researchers will get information from all students and teachers at SMK PPN Tanjungsari. Additionally, researchers will ensure confidentiality and anonymity of participant responses and adhere to strict ethical guidelines throughout the data collection process.

### **C. Research Site and Partisipant**

This study employs purposive sampling to identify the research site and participants. Creswell (2012) claims that purposive sampling enables the researcher to purposefully choose people and settings in order to identify or understand the primary phenomenon. Additionally, purposive sampling, in accordance with Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters, and Walker

(2020), has a better alignment of the sample to the research's aims and objectives, improving the study's rigor and the dependability of the data and findings.

The participants and research site are described in this section. Research locations designate the areas where data collecting and research will take place. Additionally, some information on the school the researcher selected as the site for data collection is included in this section. This research was conducted at one of the vocational schools in Sumedang district, SMK PPN Tanjungsari. The school is located at Jl. Bandung-Sumedang No.Km.29, Gunungmanik, Kec. Tanjungsari, Sumedang Regency, West Java 45362. This school was chosen for several reasons. First, this vocational school has good accreditation, namely A. Second, the school is easy to reach, making it easier for researchers to get to the school when collecting data. Third, access permissions make it easier to retrieve data. For this reason, researchers chose this school as a place for data collection. The research will be carried out at SMK PPN Tanjungsari. Researchers want to exploring of EFL classroom discourse on the teaching of oral communication skill. This location was chosen because the participants in this research were teachers at the Tanjungsari PPN Vocational School.

Furthermore, the participants in this study were one teachers who taught English grade 10 SMK at the selected location. Purposive sampling was used in the selection of participating teachers. In order to examine or comprehend the main phenomenon, researchers employ purposive sampling, choosing people and locations depending on the abundance of available data. As per Creswell (2014b), researchers can gain a detailed grasp of events and enhance their comprehension by carefully choosing individuals or locations. This teacher was thus picked as the grade ten teacher had previously worked with students for a number of periods.

The school was also selected by the researcher due to its instructional materials and encouraging environment. For the reasons listed above, deliberate sampling was therefore employed in this investigation. Consequently, a few details regarding the chosen profile site are provided below.

**Figure 3. 1 The profile of the research site**

## Data Sekolah

- NPSN : 20254188
- NSS : 402021011030
- Nama SMK : Sekolah Menengah Kejuruan Pertanian Pembangunan Negeri (SMK PPN) Tanjungsari Provinsi Jawa Barat.
- No SK Pendirian : 24/UP/VIII-C/E/60
- Tgl SK : 24-08-1960
- Penandatanganan SK : Gubernur Jawa Barat
- P B M : Pagi dan Siang Sertifikasi ISO 9001 : 2008
- Alamat : Jln. Raya Bandung-Sumedang KM. 29 Tanjungsari, Dusun Bojongseungit RT. 01 dan 02 RW.01 Desa Gunungmanik, Kecamatan Tanjungsari Kabupaten Sumedang Provinsi Jawa Barat 45362
- Telepon : (022) 7914284
- Fax. : (022) 7914284
- E-Mail : mail.smkppntanjungsari@gmail.com
- Website : <http://smkppntanjungsari.sch.id>
- Kepala Sekolah : Hj.Lilis Mulyati,M.Pd.

(Source : <https://smkppntanjungsari.sch.id/>)

### D. Data Collection Technique

This research applies special observation techniques to obtain information and data. Researchers considered three data collection methods in this research: observation, interviews, and questionnaires. Researchers use observation and interviews to provide accurate information about the teacher's perception of behavior or situations, while interviews can provide information about the subject's thoughts or perceptions. Meanwhile, researchers used a questionnaire to collect information about exploring EFL classroom discourse on the teaching of oral communication skills.

#### 1. Interview

The method of conducting an interview involves asking one or more participants open-ended questions and documenting their responses (Creswell, 2012). Interviews are a type of data gathering used in qualitative research that

entails speaking with a subject or participants to learn about their experiences, viewpoints, ideas, and beliefs on a certain topic of interest. Through interviews, participants' perceptions and comprehension of the studied phenomenon are investigated (Seidman, 2013). This study employed semi-structured, in-depth interviews as its interviewing method. This research asked teachers about exploring EFL classroom discourse on the teaching of oral communication skills.

The research in this instance makes use of semi-structural interviews. A flexible interview guide is combined with open-ended questions in semi-structured interviews, a technique for gathering data (Bernard, 2011). In addition to the pre-planned questions, the interviewer is permitted to probe further or delve further into a topic in response to the participant's answers. This action is taken upon observation. Here is a list of interview questions that follow.

**Table 3. 1 Protocol Interview**

No	Question	Theories
1.	<p><i>Bagaimana interaksi siswa dan guru di kelas EFL berdampak pada perolehan oral communication skills?</i></p> <p>How does student and teacher interaction in the EFL classroom impact the acquisition of oral communication skills?</p>	<p>Swain M. (1985), Communicative competence: Some roles of comprehensible input and comprehensible output in its development.</p>
2.	<p><i>Apa saja strategi kelas wacana utama yang digunakan oleh guru EFL yang mahir untuk meningkatkan kemampuan komunikasi lisan siswa?</i></p> <p>What are the key discourse classroom strategies employed by proficient EFL</p>	<p>Nunan, D. (1991), Proficient English as a Foreign Language (EFL) teachers employ various discourse strategies to enhance students' oral communication skills.</p>

	teachers to enhance students' oral communication abilities?	
3.	<p><i>Bagaimana penggunaan materi otentik (teks deskriptif) dan situasi kehidupan nyata dalam wacana kelas berkontribusi terhadap peningkatan keterampilan komunikasi lisan EFL?</i></p> <p>How does the use of authentic materials (descriptive text) and real-life situations in classroom discourse contribute to the improvement of EFL oral communication skills?</p>	<p>Brown, H. D. (2007), <i>Teaching by Principles: An Interactive Approach to Language Pedagogy</i>. It serves as a valuable resource for those looking to enhance their understanding of language teaching methodologies and improve their classroom practices.</p>
4.	<p><i>Dengan cara apa kegiatan pembelajaran kolaboratif di kelas EFL dapat mendorong pengembangan keterampilan komunikasi lisan di kalangan siswa?</i></p> <p>In what ways can collaborative learning activities in EFL classrooms foster the development of oral communication skills among students?</p>	<p>Johnson, D. W., &amp; Johnson, R. T. (1999). <i>Learning together and alone: Cooperative, competitive, and individualistic learning</i>. Cooperative learning involves students working together in small groups to achieve a common goal, and has been shown to have positive effects on academic achievement, social skills, and motivation.</p>
5.	<p><i>Sejauh mana penggabungan teknologi atau media dalam wacana EFL</i></p>	<p>Alwright (1994), <i>teaching that involves both the teacher and</i></p>

	<p><i>mempengaruhi keterampilan komunikasi lisan?</i></p> <p>To what extent does the incorporation of technology or media in EFL discourse influence oral communication skills?</p>	<p>the students is a "learn by doing approach."</p>
6.	<p><i>Bagaimana perbedaan budaya mempengaruhi wacana kelas EFL dan, akibatnya, pengembangan keterampilan komunikasi lisan?</i></p> <p>How do cultural differences affect EFL classroom discourse and, consequently, oral communication skill development?</p>	<p>Byram, M. (1997), Teaching and Assessing Intercultural Communicative Competence. Multilingual Matters.</p>
7.	<p><i>Peran apa yang dimainkan oleh umpan balik dan strategi korektif dalam membentuk akurasi dan kelancaran keterampilan komunikasi lisan siswa EFL?</i></p> <p>What role do QnA, feedback and corrective strategies play in shaping EFL students' oral communication skills accuracy and fluency?</p>	<p>Ellis (2008), feedback and corrective strategies play a crucial role in shaping EFL students' oral communication accuracy and fluency. The type, timing, and individualization of feedback, as well as the balance between fluency and accuracy, are essential factors to consider in designing effective language teaching practices.</p>

8.	<p><i>Bagaimana pengajaran bahasa berbasis tugas dapat diterapkan secara efektif di kelas EFL untuk meningkatkan kemahiran komunikasi lisan?</i></p> <p>How can task-based language teaching (TBLT) be effectively employed in the EFL classroom to enhance oral communication proficiency?</p>	<p>Willis, J., &amp; Willis, D. (2007), Task-Based Language Teaching (TBLT) is an approach to language instruction that focuses on the use of language for communication rather than just learning about the language.</p>
9.	<p><i>Sejauh mana penggunaan dan pemodelan bahasa yang dilakukan guru berdampak pada perkembangan pengucapan dan intonasi siswa EFL dalam keterampilan komunikasi lisan?</i></p> <p>To what extent does the teacher's language use and modeling impact the development of EFL students' pronunciation and intonation in oral communication skill?</p>	<p>Goodwin, J. M. (2010), The teacher's language use and modeling have a substantial impact on EFL students' pronunciation and intonation.</p>
10.	<p><i>Apa hubungan antara motivasi pelajar dan pengembangan keterampilan komunikasi lisan dalam keterampilan kelas EFL?</i></p> <p>To what extent does the teacher's language use and modeling impact the</p>	<p>Dörnyei, Z. (2005), The Psychology of the Language Learner: Individual Differences in Second Language Acquisition. Lawrence Erlbaum Associates.</p>



	development of EFL students' pronunciation and intonation in oral communication skill?	
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## 2. Observation

Observation is the process of collecting unprocessed, primary data at a research site by attentively observing the local population (Creswell, 2014). One English teachers at SMK PPN Tanjungsari who are teaching the ten grade are the subject of the current study. The observation was carried out to determine the possibility of completing the investigation. This observation is made in order to answer the first research question, which is about the role of warm-up activities in student participation. This observation is made to students in the eleventh grade at one of senior high school in Cicalengka, Indonesia. Furthermore, the researcher acquired the role of full observer. Obviously, a rubric is required as a reference when conducting observations. The following is the rubric which was adapted from observations according to Eunice Jang (2010).

Within observational research, investigators might take on a variety of responsibilities throughout the procedure, one of which is filling in as an observer on a checklist (Creswell, 2016). With the use of real materials, the researcher focuses on how English teachers implement these techniques in their reading instruction. The observation checklists are then provided here.

**Table 3. 2 Classroom Observation Checklist**

**Adapted by Alrowayeh (2016)**

No	Observation items	Implementation		Notes
		Yes	No	
1.	The teacher open learning in class.			
2.	Teacher introduced the topic before starting teaching.			
3.	The teacher asks easy questions			
4.	Confirming that the answers are correct.			
5.	Giving positive reinforcement words to students' actions such as 'good,' 'nice,' 'correct,' 'excellent,' 'marvelous,' etc			
6.	Clarifying, applying, analyzing, and summing up students' ideas.			
7.	Repeating the specific words from students after they participate.			
8.	The students' responses should be in verbal communication.			
9.	Asking questions to the students about the material being learned in which the answer is already anticipated.			

10.	Giving information and facts about the material being learned.			
11.	Revising students' mistakes or errors with positive responses.			
12.	Giving directions, requests, or commands in which students are expected to comply with.			
13.	Giving statements in which students are expected to change from one form to another.			
14.	Telling a student that the response is incorrect or unacceptable.			
15.	Communicating by words or intonation of criticism.			

### E. Research Procedure

In this study, the data is analyzed using Creswell's procedures after the researcher has collected the data through two stages: interviews and observation. Additionally, Creswell (2018) reaffirm that participant data analysis is a continuous process that involves standard and design-specific processes in data analysis.

According to Creswell (2014), analyzing qualitative data necessitates following a six-step procedure:

1. Prepare and organize the data for analysis

This research was organized to prepare the data to be analyzed. In interview data taken using recordings, the type of interview used was a structured interview with

ten questions. The observations were adapted from Jawaher Alrowayeh (2016) and modified to suit the type of research. After collecting data, researchers transferred sound and video recordings that had been taken by cameras and recording devices to laptops and Google Drive to minimize data loss.

## 2. Exploring and code the data

This research reviews and explores the data. At this stage, the data is analyzed by reading it, examining interview transcriptions and video recordings of observations, and encrypting them to answer research questions. For example, researchers watch observation videos, listen back to audio interviews with participants, and then transcribe them using a computer. After that, the interview results were coded to find out how oral communication skills the teacher used in the classroom. When observations are recorded, interactions between teachers and students in the classroom.

## 3. Coding to Build description and themes

At this stage, the researcher reduces the codes and mixes them into several themes after collecting data. This approach makes it easy to see the participants, categories, and themes that need to be clarified, as well as the contextual background. If the data agrees, a detailed explanation will be provided.

## 4. Represent and report of qualitative findings

In this step, the researcher represents and reports the findings from interviews, and observation. The findings of this research are in the form of observations and interviews written to describe the results of the teacher's oral communication in the English class and also the interaction between students and teachers. In this step the researcher explains the findings of the previous stage of observations and interviews.

## 5. Interpret the findings

The process of interpretation involves presenting and contrasting individual viewpoints, conclusions from the literature review, and signs of the limitations of

the study. To supplement and strengthen the presented findings, theoretical underpinnings are provided. The researcher explains how the interaction between teachers and students is in the classroom, and what strategies can be used for oral communication in the classroom.

6. Validate the accuracy of the findings

This study verified the accuracy of the results after completing the earlier phases. To make sure the research is accurate, validation needs to be done. Triangulation was carried out during the observation to ascertain whether the instructor had told the truth in the interview. Next, contrast the collected data with the instructor interviews. In the final step, for example, the researcher observed classes to ascertain whether the teacher had transmitted the truth at the outcome of the interview. Both are contrasted and examined. If applicable, include it in the findings and discussion section; otherwise, it is removed.

**Figure 3. 2 Figure schema of Data Analysis**

