

## **CHAPTER III RESEARCH METHODOLOGY**

In this chapter, the researcher provides a brief explanation about research Design, research location, research participant, technique of data collection, instrument for data collection and technique of data analysis.

### **3.1 Research Design**

In conducting this research, the researcher used qualitative method. The qualitative method is used to examine the condition of natural object, where researchers are key instruments. According to Creswell (2009), qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. He also pointed out that the qualitative research is an approach to conceive and investigate the meaning of things which is explained through a description or explanation.

In this study, the researcher analyzed subjects' interview results using thematic content analysis, one way of analysis in qualitative research. Specifically, qualitative way of analysis was implemented toward the content of the interview. Nevendorf (2002) pointed out that thematic content analysis is the assessment of messages for content, style, or both for the purpose of assessing the characteristics or experiences of persons, groups, or historical periods.

### **3.2 Research Location**

The present study was conducted at SMAN 2 Banda Aceh, Aceh. The researcher conducted the research in this place because this school is one of favorite school in Aceh with "A" accreditation, this school apply to program for the student

regular and boarding school. SMAN 2 Banda Aceh teach English as a foreign language to the students. Therefore, some English teachers in this school have experienced teaching English more than ten years, but still, they have challenges in teaching English to the students. Thus, this reason is being able to cover what the research is aiming to.

### 3.3 Research Participant

In conducting this research, the researcher opted four English teachers at SMAN 2 Banda Aceh, the teacher qualified to be the research subject because they have experience in teaching more than ten years.

**Table 3.1** Research subject.  
English Teacher at SMAN 2 Banda Aceh

<b>NO</b>	<b>NAME</b>	<b>NIP</b>	<b>Type of Data Collection</b>	<b>Experience In Teaching</b>
<b>1</b>	VM	198201142005042001	Interview and Observation	15 years
<b>2</b>	SM	196612031994122003	Interview and Observation	13 years
<b>3</b>	NJ	197807162002122004	Interview and Observation	20 years

The sampling data used in this research to gain participants was purposive sampling. The sample is purposely selected accordance with the needs of the research. As Rubin and Babbie (2009) defined that purposive sampling is a type

of sampling which a researcher handpicks the informants relying on the best consideration to represent the population. The researcher deliberately selected informants as far that they are available of rich information on the matter studied. Purposive sampling was used because the investigation applied several criteria in selecting informants. In this research: (1) the participants were teachers SMAN 2 Banda Aceh, (2) has been already teaching English upper than ten years. This school has four English teachers, and the four of them were the participants in this research.

### **3.4 Research Instrument**

The key instrument of this research was the researcher herself. The researcher acted as an interviewer and an observer. In this research, the researcher used interview and observation to collect the data from the interviewed, who were all English teachers of SMAN 2 Banda Aceh. The researcher used the interview as an appropriate method to gather in-depth information about teachers' challenges in teaching English. A semi-structured interview was carried out to collect the data.

The researcher chose a semi-structured interview because it provides answers and reasons for every solution. That is why the researcher got further understanding and information from the participants. In this research, the researcher used interview guide questions based on research problems and observation sheets to get valid data about the challenges, the factors, and teachers' strategies in coping with the difficulties in teaching English at SMAN 2 Banda Aceh.

### **3.5 Technique of Data Collection**

In collecting the data, the research uses some instruments: an interview,

observation, and document analysis. The research fulfills several requirements before collecting the data with the following procedures: (1) receive research approval from the lecture, (2) apply for permission to conduct research in the academic field, (3) submit a research permit letter to the head of the regional service, (4) Deliver research recommendation letters from regional officers to SMAN 2 Banda Aceh, (5) meet the head of administration in SMAN 2 Banda Aceh to explain the purpose of research, (6) the principal signed a letter of approval for research permission at SMAN 2 Banda Aceh. (7) the researcher meets an English teacher to arrange a schedule for conducting research.

### **3.5.1 Interview Guideline**

The researcher collected the data through interviews. In this research, the interview content was recorded using a smartphone for an authentic outcome. The language used during the interview was Indonesian due to its efficiency. An in-depth interview is being implemented in this research. Thus, the researcher can thoroughly analyze the informants' answers and cover all the data needed to answer the research questions. In addition, an in-depth interview allows the informants to talk freely and detail their experiences. This means this interview focuses more on the respondents. Kaar (2009) stated that rather than the social condition surrounding those experiences, an in-depth interview aims to get respondents' feelings and perceptions.

Accordingly, type of interview implemented is semi-structured interview. This kind of interview provides more opportunities to develop participants' teaching experience. The interviewer used an interview guide to cover a list of

questions and topics about their challenges in teaching English during the interview. In any case, as the interview may stray from the guide, the interviewer can follow topic tracks as long as it is considered to be appropriate (Kabir, 2016). In other words, it is included in an open-ended interview. This type of the interview being used considering the interviewer may get only one chance to meet the interviewee.

The question of interview aims to identify three research questions as follows: (1) what are teacher challenges in teaching English, second (2) what are the factors that cause challenges in teaching English, third (3) How do the teachers deal with the challenges that exist in teaching English at SMAN 2 Banda Aceh, the interview with the teacher consists of nine questions that identify the teacher's challenges in teaching English.

Nine questions asked to the teacher aim to identify teacher's challenges in teaching English, the factors that cause challenges and how the teachers deal with the challenges.

The first question asks to identify potential answers from the teacher himself about their challenges in teaching English.

1. What are teacher challenges in teaching English?
2. What are the factors that cause challenges in teaching?
3. How do you deal with the challenges?

The second questions to identify teacher's challenges that exist because of student lack of motivation

1. How is the student's motivation in this school?
2. What are the factors that cause challenges?

3. How you deal with the challenges?

The third question talks about student's self-confidents, this question aims to see is the teacher face the problem by student who lack of self-confidence.

1. How are student's self-confidents? Does it become a challenge for.?
2. What are the factors that cause challenges?
3. How you deal with the challenges?

The fourth question aim to identify about teacher challenges comes from student's lack of vocabulary.

1. How is student's vocabulary? Does it become a challenge for.?
2. What are the factors that cause challenges?
3. How you deal with the challenges?

The fifth question talk about the facilities in SMAN 2 Banda Aceh, as we know adequate facilities become one of the success factors in teaching learning process specially teaching English language.

1. Are schools provided adequate facilities? Does it become a challenge for you?
2. What are the factors that cause challenges?
3. How you deal with the challenges?

The sixth question ask to add more information about the process of teaching English at SMAN 2 Banda Aceh while in the class, are the class already conducive with the number of students in the class, or the number of students disturb the process of teaching, the aim of this questions to identify are the teacher face the challenges that come from unconducive class.

1. How many students are in every class in average? Does it hinder you in teaching? Does it become a challenge for you?
2. What are the factors that cause challenges?
3. How do you deal with the challenges?

The seventh question to gain information about the time allocation, limited time allocation would be a factor unsuccessful in the process of teaching because the material isn't delivered well to the students, so this question will identify the factors the teachers in MAN 2 Banda Aceh face the challenges that exist because of limited time allocation in teaching or not.

1. Do you think that the time allocation in teaching English is enough?
2. What are the factors that cause challenges?
3. How do you deal with the challenges?

The eighth questions talk about teacher's opinion in terms of lesson plan.

1. Do you think that lesson plan influences the English class?
2. What are the factors that cause challenges?
3. How do you deal with the challenges?

The eighth questions talk about teacher opinion with the curriculum.

1. Do you think that the curriculum is influential toward the English teaching and learning?
2. What are the factors that cause challenges?
3. How do you deal with the challenges?

### **3.5.2 Observation Checklist**

Observation was used to support the interview with the participants about the

teachers' challenges. Observation is a process of getting information by observing people and places at the research site (Creswell, 2012). The researcher observed the condition in the class to see the activities while teaching. The kind of observation used by the researcher was a non-participant observation, where the researcher acted as a passive observer. Non-participant observation is the observation in which the researcher as an observer, not directly involved in the process (Sugiyono, 2013).

During the observation, the researcher took notes using an observation sheet about the situation and process of the English teacher when teaching English in the classroom. Moreover, the researcher also recorded the activities of teachers while teaching English using smartphone in order to avoid inadequacy in collecting and analyzing the data. The observation was aimed to support in providing evidence about teachers' challenges in teaching English.

### **3.5.3 Document Analysis**

The researcher uses documents analysis as one of the instruments being used in this research. Document analysis is a form of tool to analyze the documents to get understanding of the phenomena under the research (Ary, 2010). The examples of documents being analyzed are novels, journals, records, budgets, letters, e-mail message, youtube video, et cetera. (Ary, 2010:442). Therefore, this research applies document analysis. Document analysis is defined as a method of research that is used in visual or written materials aimed to classify its (Ary, 2010). Specifically, general thoughts, subject or an idea were found and utilized as the premise of getting speculations.

The reasons why the writer opted the document analysis is that the document

analysis can be valid evidences of information being researched. The data being attached or shown comes from the official institution or group which ensures the accuracy or reliability of the information which is published. The kind of document analysis utilized by the researcher is teacher lesson plans, the data were collected through document analysis of four English teachers' lesson plans from SMAN 2 Banda Aceh, according to John (2006: 483), For at least a generation in England and Wales, the predominant paradigm supporting student teachers' lesson planning has been logical, technical curriculum development.

### **3.6 Data Collecting Procedure**

The research uses interview, observation, and document analysis as the research instrument, before conducting this research, the researcher provides a letter of consent to ask for the availability of the member to observe, interview, and record. So, there is no enforcement to them. Three steps were used by the researcher in the data collecting procedure. They are interview, Observation checklists, and document analysis. They are explained as follows:

#### **3.6.1 Interview**

The interview with teacher was conducted on 03<sup>rd</sup> – 07<sup>th</sup> October 2023, the research interview VM on 03<sup>rd</sup>, SM on 04<sup>th</sup>, HS on 05<sup>th</sup>, and NJ on 05<sup>th</sup>. The researcher interviewed the teacher based on their conducive situation, the teachers set schedule date and time are determined by the teacher itself, it means the research wants to have relaxed interview without haste so the interview is also in comfort time. There are nine questions prepared to identify about teacher challenges and the factor that cause challenges and how the teacher dealing with the challenges are

exist, the research randomized the order of question because she wanted to prevent the interview partial responses, the research use audio recorder saver during the interview.

### 3.6.2 Observation

The research conducted an observation checklist with four English teacher VM, SM, HS, NJ, during teaching English process, the observation hold on 04<sup>th</sup> October to 10<sup>th</sup> October 2023, the observation with (SH) took place on 04<sup>th</sup> October 2023, observation with (HS) on 05<sup>th</sup> October 2023, observation with (NJ) on 06<sup>th</sup> October 2023, the observation with (VM) 10<sup>th</sup> October 2023, in this observation the researcher will identify six indicator which are relate to teacher statement in interview about their challenges while teaching English.

#### 3.2 Table of Observation

No	Statement	Yes	No	Description
1.	Teachers are able to appear passionate and earnest in learning activities.			
2.	Learning is done variably over time allocations that are available, not monotonous and boring.			
3.	The teacher recognizes and recognizes the name of each student in his class.			
4.	Teachers encourage students to be more actively involved in learning			

5.	Teachers use learning media or learning resources in the teaching and learning activities			
6.	The implementation of learning media in the teaching and learning process is used effectively and efficiently			
7.	Teachers are active in speaking English and introduce English as the language of instructional instruction			

*Source: Desry (2019)*

### 3.6.3 Document Analysis

The researcher put teacher's lesson plan as document analysis to add more information about teacher's method and activity while teaching English in the class. The document analysis aims to support teacher statements about the way how their handle the challenges and are indicator of the challenges exist because of student lack of vocabulary, lack of self-confidence and lack of motivation.

### 3.7 Data Validity

The researcher used triangulation in order to ensure the validity of the data in this research. Triangulation is a research technique that involves the use of multiple methods or sources of data to increase the validity and reliability of findings. When triangulated, data from different resources can be combined and analyzed to produce a more accurate and understanding of the phenomenon being studied.

Triangulation can be used in both quantitative and qualitative research and can be implemented at any stage of the research process.

### **3.7.1 Data Triangulation**

Data triangulation is the use of multiple sources of data to examine a research question or phenomenon. This can include using a variety of data collection methods, such as surveys, interviews, observations, and document analysis to gain a more comprehensive understanding of the phenomenon. By using multiple sources of data, researchers can validate their findings and reduce the use of bias that may occur when using a single method.

## **3.8 Technique of Data Analysis**

In analyzing the data, the researcher implemented qualitative analytic method invented by Miles et al. (2014). The stages to perform the analysis go with (1) data condensation, (2) data display, and (3) conclusion drawing/ verification.

### **3.8.1 Data Condensation**

The first step in analyzing the qualitative data involves data condensation. Data condensation means summarizing, choosing the basic things, focusing on important things and looking for themes and patterns (Sugiyono, 2013). Firstly, the researcher collected the data about challenges in teaching English through interview. The researcher then transcribed the data. The irrelevant data which were not related to the research questions were discarded. The irrelevant data is data that has no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

### **3.8.2 Data Display**

The second step is data display. Data display is the process of simply the data in the form of a sentence, narrative, or table. Data display refers to show data that has been reduced in the form of pattern. In the process of reducing and displaying the data, it was based on formulating the research problem. The formulation of the research problems are (1) What are the challenges in teaching English at SMAN 2 Banda Aceh? (2) What are the factors that caused challenges in teaching English? (3) How do the teachers deal with the challenges in teaching English at SMAN 2 Banda Aceh? This step was done by presenting a set of structured information and possibility of drawing conclusions, because the data obtained during the qualitative research process usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

### **3.8.3 Conclusion Drawing/Verification**

According to Miles and Huberman (2014), the last step in analyzing data in qualitative research is drawing conclusion and verification. It is meant to describe all the data which were still unclear in the beginning, conclusion is the answer to the problem statement and research questions that have been stated by the researcher at the first chapter. Based on the data that has been reduced and presented, the researcher then concluded the findings and verified the data supported using strong evidence at the stage of data collection.