

CHAPTER III

RESEARCH METODOLOGY

3.1 Research Design

Research is an investigative process conducted to obtain better information. According to Sugiyono (2015), research methods are a scientific approach used to obtain data with specific goals and purposes. In this study, a qualitative approach is deliberately chosen, focusing on exploring teaching strategies used by teachers, especially in the pronunciation learning process at SMAN 3 Seunagan. This design allows for a detailed understanding of the complex and dynamic context of pronunciation teaching strategies employed by teachers. Qualitative analysis, unlike quantitative methods, explores the qualitative aspects of the learning experience, examining perceptions, understanding, and meanings underlying teaching strategies. This approach enables a holistic exploration of how teachers' teaching strategies relate to students' real experiences in pronunciation learning.

The decision to adopt a qualitative research design stems from the desire to understand teachers' teaching strategies in pronunciation as a response to the uniqueness of each student and the diversity of their learning styles. Qualitative exploration is expected to capture nuances and individual contexts that might be overlooked in a quantitative approach, providing a deep understanding of how teachers employ teaching strategies in pronunciation instruction in English. The hope is that this research will contribute to a richer and deeper understanding of teachers' teaching strategies in pronunciation learning at SMAN 3 Seunagan.

3.2 Participant

This study involves English teachers at SMAN 3 Seunagan, who are selected through a purposive sampling method to ensure the representation of diverse pronunciation teaching strategies. The purposive sampling method, as explained by Sugiyono (2018), allows the selection of participants based on specific criteria so that the sample reflects the desired characteristics. English teachers from various classes and levels of teaching are chosen as samples because they represent different pronunciation teaching strategies. Based on this, the researcher selects one English teacher as a sample.

The selection of only one English teacher is due to the fact that SMAN 3 Seunagan has a limited number of English teachers available during the research period, and only one teacher consistently teaches pronunciation as part of the speaking and reading components in the curriculum. Additionally, this teacher meets all the predetermined criteria such as teaching experience, consistency in lesson planning, and direct involvement in pronunciation instruction—making them the most suitable participant for this study. Therefore, choosing this single teacher is expected to provide a representative and in-depth picture of pronunciation teaching strategies across the English teachers at SMAN 3 Seunagan.

3.3 Data Collection Instrument

1. Observation

Observations are conducted during the pronunciation learning sessions. The purpose of these observations is to collect qualitative data about the teaching

strategies used by the teacher. Through observation, the researchers are able to directly see how the teacher applies various strategies in the context of pronunciation learning at SMAN 3 Seunagan.

2. Interview

Interviews were conducted with English teachers to gain a deeper understanding of their teaching strategies in pronunciation. Interviews opened up space for teachers to explain the methods, approaches, and considerations they used in the pronunciation learning process. Qualitative data from interviews were expected to provide an in-depth perspective regarding teaching strategies.

3.4 Data Analysis

Data analysis in this study, the data analysis approach uses data flow analysis, which includes three elements: data reduction, data display, and discussion. According to Miles and Huberman (Sugiono: 2013), qualitative data classified into three types: data reduction, data display, and conclusion.

1. Data Condensation

Depending on Sugiono (2013), data reduction means summarizing and collecting the key points and focusing on relevant topics that have been studied. Furthermore, Sugiono (2013) notes that data condensation is a process of sensitive thinking that needs intellect and breadth and high analysis as well as depth. It means that the method of summarizing and classify the data. the researcher uses it because it is going to make the researcher easier to understand and recognize the differences or similarities between a certain data with others data. On this section, the data be summarized into the brief point.

2. Data Display

The next step is display or show the data after reducing it. According to sugiyono (2013), it make it easier to understand what is being displayed and to create a plan for the next work based on what has been understood. Data display is a way of displaying information in the form of tables, graphs, pictograms, so that it can be easily interpreted and related. Overall, qualitative analysis uses narrative text in presenting results, Prasetyo (2015). In this step, the data has been organized and then matched with literary and detail for easy to understand. Next, the data be presented according to the focus of the research that analyzes the rate of achievement, participation, interest and supports among Acehnese debaters of private institutions in competitive debate.

3. Data Conclusion

The last step is discussion about the result of the data obtained from the beginning of the study. The three components above; data reduction, data display, and discussion are interrelated and conducted continuously from beginning to the end of the report. This study simply describes the data being analyzed briefly by appending the essential things only which leads to the result of the research, such as participation, achievement, interest, and the support rate. Thus, the data is understandable and it does not require much time to find.