

Chapter Three

Research Methodology

This chapter explains the methodology used in the research, including research design, setting and participants, instrument of the study, data collection technique, and data analysis. In research design, the researcher discusses the design and the reason why it is used. In the setting and participants of the research, the researcher discusses where the study is done and who the participants of the study are. In the data collection method, the researcher describes the ways to gather the data. In the data analysis, the researcher explains the steps in analyzing the data.

Research Design

This research used qualitative research design which was aimed to answer the research questions: what are the challenges in teaching English as well as what are the strategies to face English teaching challenges at MTsN Taliwang, Indonesia. This design was considered suitable to the research since the researcher would like to present teaching experiences from the English teachers at MTsN Taliwang, Indonesia in encountering English teaching challenges and implementing strategies to face them. According to Elliott, Fischer, and Rennie (1999), qualitative research aims to “understand and represent the experiences and actions of people as they encounter, engage, and live through situation” (p. 216).

Case study is the approach that was adopted in this study. Yin (1994) defines “case study as an empirical inquiry that investigates a contemporary phenomenon within real-life context” (p. 13). This approach was appropriate for this research because it attempts to figure out special case in English teaching at MTsN Taliwang, Indonesia. The case that was researched in a case study should be specific, complex, and functional (Merriam, 1998). Thus, the case of this present study is the English teachers’ activity in the school. The case in a case study “could be a person, such as student, a teacher, a principal; a program; a group such as a class, a school, a community; a specific policy; and so on” (Cohen, Manion, & Morrison, 2011, p. 27). According to the researcher’s observation, among four secondary schools in Taliwang city, i.e. SMPN 1 Taliwang, SMPN 3 Taliwang, SMPN 6 Taliwang, and MTsN Taliwang, MTsN Taliwang was the only school whose teachers and students are from remote areas of West Sumbawa Regency. It means the students and teachers are not only those who live in Taliwang city, but also from the other parts of West Sumbawa, while the other schools’ students and teachers are mostly the residents of Taliwang city. Taliwang city is the capital city of West Sumbawa in Indonesia which indicates that the people are developed compared to the people who are from other cities. For this reason, it was interesting to be researched and the researcher believed that such special thing which MTsN Taliwang has affected English teaching and learning and there might be the differences from such situation where it can be either from the students’ readiness to learn English or their familiarity of English.

Setting and Participants

Research setting. This present research was conducted at MTsN Taliwang, located at Poto Village, Taliwang, West Sumbawa, West Nusa Tenggara Province, Indonesia. The reason why the research was conducted in this school was because MTsN Taliwang is the only school which is located in the outskirts of Taliwang city compared to the other schools in which this location receives sufficient attention from learners who belong to other rural areas of West Sumbawa. Also, the study was carried out on January 2017. The researcher gathered the data in approximately a week.

Research participants. The participants of the research were the English teachers of MTsN Taliwang, Indonesia. Initially, the participants consisted of five teachers, yet eventually it was only four participants since there was one participant who missed the interview since she was doing pilgrimage, therefore she was not included. The participants consisted of three females and one male. Purposive sampling was applied in selecting the research participants. According to Teddlie and Yu (2007), “purposive sampling is undertaken for several kinds of research including: to achieve representativeness, to enable comparisons to be made, to focus on specific, unique issues or cases” (p. 80). A group of English teachers at MTsN Taliwang were chosen because: first, joining and participating at least teaching training both in and outside the school; second, they have been contributing and experiencing English teaching and learning for more than five years. A research regarding the impact of teacher experience done by Rice (2010) found that “teachers with more than twenty years of experience are more effective

than teachers with no experience, but are not much more effective than those with five years of experience” (p. 2). The researcher used initial for all participants, as follows: the first participant (P1), second participant (P2), third participant (P3), and fourth participant (P4).

Below is the table of the participants’ profile.

Table 3. 1. Participants’ profile

Participant(s)	Age (approx.)	Setting	Criteria
P1	30-50	Teachers’ office of MTsN Taliwang	<ul style="list-style-type: none"> • At least six years teaching experience with 7th and 8th graders • Have joined MGMP*
P2	30-50	Mosque of MTsN Taliwang	<ul style="list-style-type: none"> • At least eight years teaching experiences with 7th graders • Have joined MGMP
P3	30-40	Teachers’ office of MTsN Taliwang	<ul style="list-style-type: none"> • At least nine years teaching experiences with 7th, 8th, and 9th graders • Have joined training inside and outside Taliwang city
P4	40-60	Students’ supervisor’s room of MTsN Taliwang	<ul style="list-style-type: none"> • At least twelve years teaching experiences with 9th graders • Have joined training in and outside West Nusa Tenggara

*MGMP: *Musyawahar Guru Mata Pelajaran* (English Teachers’ Working Group)

Data Collection Method

The researcher used interview as the data collection method. Harrel and Bradley (2009) stated that interviews are discussion between an interviewer and an interviewee to collect information on a particular set of issues. Further, interview guide approach was applied in collecting the data. Interview guide approach provides “the outline increases the comprehensiveness of the data and makes data collection somewhat systematic for each participant where logical gaps in data can be anticipated and closed, and interview remains fairly conversation and situational” (Cohen, Manion, & Morrison, 2011, p. 413). The researcher made interview guidelines in advance which consisted of open-ended questions. Creswell (2012) stated that an open-ended response to a question permits the participants to make the choice for responding.

The researcher used some tools to conduct the interview. First, notebook was taken to put the questions which were going to be asked as well as to note the points of the participants’ statements. Second, cellphone recorder was used to record participants’ responses during the interview.

Then, the researcher implemented the qualitative interview. Creswell (2012) argued that “a qualitative interview occurs when researchers ask one or more questions general, open-ended questions and record their answers” (p. 217). The researcher did recording of face-to-face interview through using cellphone recorder after getting each participant’s permission. Harrel and Bradley (2009) pointed out that interviews can be carried out in person via cellphone. The mixture of Indonesian language and Sumbawa language (local language) was also applied

throughout the interview, so that both the researcher and the participants were able to be flexible and could understand the case comprehensively and deeply. Moreover, in order to get further and detailed data, semi-structured interview was also used. Semi-structured interviews allow not only for measuring the participants' opinions, statements, and views; they also allow to gaining narratives about their individual experiences (Nohl, 2010).

Data Analysis

Before the researcher analyzed the interview recording, the researcher transcribed the audio recording. The researcher transcribed the results of the interview in order to make an interview transcript. Creswell (2012) asserted that transcription is the method of changing audiotape recordings or field notes to be text data.

After that, member checking was done for ensuring the data collected from the interviewees. It was done through making a confirmation with the participants one by one and asking them to prove whether the transcript written by the researcher is similar as the interview that had been conducted. Member checking is considered to be an important quality control process in qualitative research since participants accept the occasion to evaluate their speeches for truthfulness (Harper & Cole, 2012).

In order to analyze the data, coding analysis was used to capture what within the interview data are. According to Cohen, Manion, and Morrison (2011), coding is "simply a name or label that the researcher gives to a piece of text that

contains an idea or a piece of information” (p. 559). There are four types of coding analysis, namely open coding, analytic coding, axial coding, and selective coding. Initially, the researcher converted the result of the interview from audiotape recording into text data. The first step done was open coding. In open coding, researcher searched for the data to be understood and categorized them into groups based on similarities and differences in theme (Omar, Hamid, Alias, & Islam, 2010). The result from open coding was moved to Microsoft Word in order to be in analytic coding. An analytic coding is derived from the theme or topic of the research (Gibbs, 2007). The data was coded based on the researcher’s analytical thinking about why and what is going on in the data might be happening (Ryan & Bernard, 2003). The next step was that the researcher did the axial coding in which the results from open coding and analytic coding were categorized. In axial coding, the researcher found relation between the classification (Omar, Hamid, Alias, & Islam, 2010). The last coding was selective coding. Omar, Hamid, Alias, and Islam (2010) asserted that the researcher is capable to assess, conclude, and describe the results of the research. Thus, in this step, the researcher presented the result of the research based on the coding analysis.