

CHAPTER III

RESEARCH METHOD

This chapter presents the research method use by the researcher include the research design, the subject of the research, data and data source, research instrument, data collection method and data analysis.

A. Research Design

In this research, the researcher has two purposes. First is to describe about the problem faced by teacher teaching English speaking skill in teaching skill and second the researcher wants to know the problem solving that used by the teachers in teaching English speaking during a pandemic situation at SMAN 1 Campurdarat Tulungagung academic year 2020/2021. So because the research is conducted to discover and describe about the problem faced by teacher, the research is belong to qualitative research. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014, p. 181). Furthermore, to pursue and achieve these goals, the research uses descriptive qualitative research methods followed by interviews and distribute questionnaires as research instruments. Descriptive qualitative research has the aim of presenting a complete picture of a phenomenon that occurs in society (Nurhayati, 2020, p. 14). Then the interviews and questionnaires used in this research were based on the conceptual framework of the teaching speaking skill strategy by (Killian, 2014) which was specially developed by the researcher.

B. Subject of the Research

The subjects of the research are the English teachers of SMAN 1 Campurdarat Tulungagung academic year 2020/2021, there are three teachers that teach English. They are Mrs. Restu Widayati, Mrs. Bety Heraneni, and Mr. Pudji Rahanto. Mrs. Bety Heraneni is teaching in at tenth grade, Mrs. Restu Widayati teaching in at 10th and 11th grade, then Mr. Pudji Rahanto teaching at 11th and 12th grade in SMAN 1 Campurdarat Tulungagung. In this research, the researcher only takes the 10th grade English teachers as subject of the research because they are the teachers who teach new students in tenth grade using both online and

offline learning due to Indonesia government policy at SMAN 1 Campurdarat Tulungagung.

C. Data and Data Source

1. The data in this research are taken from the result of observation, questionnaire and interview. When conducting observations, the researchers tried to see in general the problems that arise when learning English speaking skills in the teaching and learning process. The observation data is the form of raw finding from the researcher. Next is interviewing the subject with questions were based on the conceptual framework of the teaching speaking skill strategy by (Killian, 2014) which was specially developed by the researcher. The interview data is in the form of recorded conversation then transcribed into text form and described in detail as research data. The last step is distribute the questionnaires to informants of the research which are tenth grade students of Science 1 and Social 4 SMAN 1 Campurdarat academic year 2020/2021 as supporting data to validate the main data from the interview. The contents of the questionnaire are also based on the teaching speaking skill strategy by Killian (2014) and questions in the interview guide which are interrelated.
2. The data sources of this research are separated into two types. Those are subject and informant. The subject of research is an attribute or nature or value of people, objects or activities that have certain variations that are determined by researchers to be studied and then draw conclusions (Sugiyono, 2009, p. 38). The research focuses on what problems that teachers face in teaching speaking during the pandemic, so the subject of the research is the English teacher especially in tenth grade of SMAN 1 Campurdarat Tulungagung. Informants are people who are used to provide information about the situation and condition of the research background (Moleong, 2006, p. 97). Based on that description, the informants of the research are the students, especially students which are first time to facing learning in a pandemic situation with a teacher they just met. The researcher takes the tenth grade students of Science 1 and Social 4 SMAN 1 Campurdarat Tulungagung as the informants. The data from informant is

become an additional data in order to strengthen the main data from subject of the research.

D. Research Instrument

Research Instrument is a measurement tool and can be used as a tool to guide researchers in collecting data or all information that supports a research, and also in evaluation (Nurhayati, 2020, p. 61). This use of instrument is depending on the data source and statement of the problem. In this research, the researcher used observations, questionnaires and interview guide to collect the data.

1. Observation

Observation can be used to evaluate a person's cognitive and non-cognitive aspects (Nurhayati, 2020, p. 68). It was used by the researcher to observe the condition of online and offline classes and then the researchers tried to see in general the problems that arise when learning English speaking skills in the teaching and learning process.

2. Interview guide

Interviews are a two-way method that allows the exchange of ideas and information (Nurhayati, 2020, p. 64). It was used to interviewing the subject of the research, which are the tenth Grade English teachers to obtain the main data. This instrument contain the questions were based on the conceptual framework of the teaching speaking skill strategy by Killian (2014) they are (setting clear lesson goals, showing & telling, questioning for checking understanding, plenty of practice, providing students with feedback, be flexible about how long it takes to learn) which was specially developed by the researcher to collect data about the teacher's problems when teaching English speaking skill during a pandemic situation and how the teacher overcome those problems.

Table 3.1 Interview guide content are based on Killian's teaching speaking strategies (2014)

No.	Teaching Speaking Strategies	Utterances	Answer
1	Setting clear lesson goals	<ol style="list-style-type: none"> 1. Dengan waktu pembelajaran offline yang terbatas sedangkan tujuan pembelajaran juga perlu disampaikan kepada siswa, Bagaimana cara Ibu untuk mengatasi permasalahan tersebut? 2. Bagaimana cara Ibu untuk membuat proses belajar mengajar lebih diminati siswa agar siswa tidak pasif saat proses pembelajaran? 	
2	Showing & Telling	<ol style="list-style-type: none"> 1. Media pembelajaran apa saja yang Ibu gunakan dalam proses pembelajaran daring dan luring selama situasi pandemi ini? Apa kendala yang Ibu alami dengan hal tersebut? 2. Apa saja kendala yang sering muncul ketika proses pembelajaran daring maupun luring secara teknis maupun non-teknis? Dan bagaimana Ibu mengatasi permasalahan tersebut? 	
3	Questioning for Checking Understanding	<ol style="list-style-type: none"> 1. Pada saat memberikan pertanyaan kepada siswa ditengah proses pembelajaran online atau offline, Jika respon yang didapat dirasa kurang memuaskan atau pasif, bagaimana Ibu menyikapi hal tersebut? 	

4	Plenty of Practice	1. Bagaimana cara yang efektif menurut Ibu dalam memfasilitasi siswa untuk banyak berlatih speaking dalam proses pembelajaran dengan waktu luring pembelajaran yang terbatas?	
5	Providing Students with Feedback	1. Dengan waktu pembelajaran yang terbatas sedangkan feedback juga perlu diberikan kepada siswa, pada situasi apa Ibu memberikan feedback pada siswa? 2. Dalam kondisi pandemi yang menyebabkan kegiatan pembelajaran luring terbatas, Bagaimana cara Ibu menilai ketuntasan speaking skill siswa dengan efektif?	
6	Be Flexible About How Long It Takes to Learn	1. Dalam proses pembelajaran apakah Ibu biasa mengakhiri pembelajaran jika dirasa siswa sudah mampu menyerap materi yang disampaikan maupun sebaliknya?	

3. Questionnaire

Questionnaire is a systematic compilation of questions posed to a sample of the population from which information is to be obtained (Nurhayati, 2020, p. 61). It was used to ask research informants, namely the tenth grade students of Science 1 and Social 4 SMAN 1 Campurdarat Tulungagung academic year 2020/2021 as supporting data to validate the main data from the interview. The students are given the questionnaires to fill in according to the actual situation that they experienced during the learning process. The contents of the questionnaire are based on the teaching speaking skill strategy by Killian (2014) which was specially developed by the researcher and questions in the interview guide which are interrelated.

Table 3.2 Questionnaire content are based on Killian's teaching speaking strategies (2014)

Teaching Speaking Strategies	Construct	Respons			
		Disagree	Neutral	Agree	Strongly Agree
Setting clear lesson goals	Guru memberikan gambaran umum tentang materi yang akan disampaikan sebelum proses pembelajaran dimulai.				
	Guru memberikan siswa motivasi untuk lebih menarik minat siswa terhadap materi yang akan disampaikan.				
Showing & Telling	Guru memberikan contoh pelafalan suatu kata atau kalimat untuk ditirukan bersama.				

	Guru menyampaikan materi dengan baik (mudah untuk dimengerti).				
	Guru menggunakan beberapa media (contohnya video, power point, e-book, resume atau rangkuman) untuk mempermudah siswa memahami materi.				
	Sumber materi belajar tersedia pada sistem e-learning.				
Questioning for Checking Understanding	Guru memberikan pertanyaan singkat ditengah pembelajaran kepada siswa untuk mengukur pemahaman siswa tentang materi yang sedang disampaikan. (contohnya kuis)				
Plenty of Practice	Guru mengajak siswa melafalkan suatu kata atau kalimat secara individu ataupun bersama.				
	Guru melakukan test ditengah atau diakhir pembelajaran kepada siswa untuk melafalkan suatu kata/kalimat.				

Providing Students with Feedback	Guru memberikan feedback kepada siswa untuk mengapresiasi minat belajar.				
	Guru memberikan solusi kepada siswa yang mengalami kesulitan dalam menyerap materi speaking.				
Be Flexible About How Long It Takes to Learn	Guru menyampaikan materi dengan tepat waktu (materi telah selesai sebelum test).				
	Guru memberikan fleksibilitas dalam jam pembelajaran maupun sumber belajar.				

E. Data Collection Techniques

In this research, the researcher wants to describe about people's opinions, feelings, emotions and experiences, so the data of this research was collected by doing observation, interviews, and distribute questionnaire. The first is observation stage, the researchers tried to see in general the problems that arise when learning English speaking skills in the teaching and learning process. The data from observations is in the form of raw data from researchers during doing observations. Next second step is the researchers interview the teachers as research subjects. The content of the questions were based on the conceptual framework of the teaching speaking skill strategy by Killian (2014) which was specially developed by the researcher for this research. The conversations during the interview were recorded using a voice recorder to be further transcribed into text form as research data, and then the text form is explained in more detail about the problems of teachers in teaching English speaking skills during a pandemic situation. The third step is to distribute the questionnaires to students as informants. The contents of the questionnaire are based on the teaching speaking skill strategy by Killian (2014) and questions in the interview guide which are interrelated. Data from the giving questionnaires is in the form of checklist text from students. Questionnaire data from the student were used to strengthen the validity of the main data from the subject of the research.

Through these three data collection methods, the researcher doing a triangulation to get the most saturated and accurate data about what problems are faced by the teacher while teaching speaking in pandemic situation and how the teacher solves these problems.

F. Data Analysis

Data analysis is an effort or way to process data into information so that the characteristics of the data can be understood and provide benefits for research (Nurhayati, Metodologi Penelitian, 2020, p. 68). In this research, the researcher used data analysis technique based on based (Huberman, 1994, p. 10) which are involving three steps: data reduction/deduction, data display, and conclusion drawing.

- a. Data Reduction – data reduction refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in transcript, observation sheet, and observation check list. Then the data are summarized, coded, generated, and analyzed. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes to draw a conclusion that is “final” and verified.
- b. Data Display - a ‘display’ is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data is narrative text. Furthermore, the researchers display the data in the form of tables and descriptions.
- c. Conclusion Drawing - after finished doing data reduction and data display, the last step to analyze data is drawing conclusion. In this research, the researcher concludes the research results based on the research problem and the theory used.

G. Triangulation

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 2002, p. 247). In addition to collecting data to be used in research, researchers also test the credibility of information through various data collection techniques and various data sources. The use of triangulation is to track dissimilarities between information obtained from one subject, informant and other informants. Therefore, researchers need a technique that can unify the differences in information so as to draw accurate and precise data conclusions.

The use of triangulation techniques includes three things; there are method triangulation, theoretical triangulation, and data source triangulation.

1. Method Triangulation

Method Triangulation is carried out by collecting data with more than one method. In this qualitative research, the researcher used three method of collecting data. There are interview, observation, and questionnaire. To obtain precise data accuracy and a complete picture of a phenomenon, the researchers used interview, observation and questionnaire to check the accuracy of the information. In addition, the researchers also used different informants to check the accuracy of the information. Through various perspectives or views, researchers are expected to obtain research data that approach the most accurate information.

2. Theoretical Triangulation

Theoretical triangulation is where the final result of qualitative research is in the form of a thesis statement. The information is then compared with the relevant theoretical perspectives to avoid the researcher's individual bias on findings of the data. In this research, the questionnaires and interviews used in this research were based on the conceptual framework of the teaching speaking skill strategy by Killian (2014) which was specially developed by the researcher. In addition, theoretical triangulation can also increase the depth of understanding of researchers on the results of data analysis that has been obtained.

3. Triangulation Data Sources

Triangulation of data sources is exploring the accuracy of certain information by using various data sources, such as documents, archives, interviews, observations, or questionnaires. Each method produces different data, which in turn provides a different view of the phenomena being analyzed. In this research, the data sources are include subject and informant, the subject is Mrs. Restu Pudjiastuti and Mrs. Bety Heraneni and the informant is the tenth grade student of Science 1 and Social 4 SMAN 1 Campurdarat academic year 2020/2021. The results of research from these various views can bring up the breadth of knowledge which is then used to obtain a reliable and saturated data.