

CHAPTER III

RESEARCH METHOD

A. Approach and Research Design

Research design is the critical process that transforms an idea, interest, or question from “just a thought” into a meaningful and purposeful investigation of social or physical processes.¹ The objective of this study is to describe the difficulties encountered by elementary teachers in speaking English and their ways to overcome it. Therefore, the appropriate design for this research is case study with descriptive qualitative approach. According to Merriam which cited by Elia Shabani Migo that qualitative field research seeks to understand phenomena, issues or situations from the perspective, or viewpoints of those participating in the research process (participants), not from perspective of the researcher.²

B. Researcher Presence

In this study, the researcher was as nonparticipant researcher. It means that the researcher did not take part of the research which can influence the research finding. The researcher was considered as common partner for subjects of the research in order to make the participant confident in sharing their difficulties in speaking English and their strategies to overcome the difficulties in speaking English.

¹ Jay D. Gatrell, Gregory D. Bierly, and Ryan R. Jensen, *Research Design and Proposal Writing in Spatial Science: Second Edition* (Springer Science & Business Media, 2011), p. 1.

² Elia Shabani Mligo, *Doing Effective Fieldwork: A Textbook for Students of Qualitative Field Research in Higher-Learning Institutions* (Wipf and Stock Publishers, 2013), p. 43.

C. Setting of the Study

The selection of the research location was based on the accessibility of the researcher to the school. The study was conducted in SD Islam Al-Chusnaini. It is located in Perum Pasegan Asri Rt 15 Rw3 Klopo Sepuluh, Sukodono. SDI Al-Chusnaini is an Islamic elementary school which has bilingual program. The bilingual program is conducted twice in a week. In the implementation, there is *teacher ambassador* and *student ambassador*. The teachers will choose a student each class to be student ambassador, meanwhile for the teacher ambassadors are pointed by bilingual program coordinator.

In this research, the researcher used purposive sample (purposeful sampling) with maximum variation type which involve identifying and seeking out those who who represent the widest possible range of the characteristics of interest for the study.³ Patton argued that the power of purposeful sampling lies in selecting information-rich cases for the study in depth. In purposive sampling, first thing to be done was determining what selection criteria are essential in choosing people or sites to be studied. Therefore, LeCompte and Preissle used term criterion-based selection rather than purposive sampling.⁴

The researcher determined some criteria that are appropriate with the topic of the study. Participants of this study were 12 out of 60 teachers' who teach in SD Islam Al-Chusnaini. In selecting the participants, the researcher was helped by Deputy of curriculum and English program coordinator. Based on the purposive sampling as the sampling method that the researcher used in this research, the selection or criteria of the spelling error that was observed by the researcher are stated below:

1. 6 English teachers
 - a) 2 English teachers who have high ability in speaking English

³ Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation* (John Wiley & Sons, 2009), p. 79.

⁴ *Ibid.*, p. 77.

- b) 2 English teachers who have moderate ability in speaking English
 - c) 2 English teachers who have low ability in speaking English
2. 6 Non English teachers
- a) 2 teachers who have ability in speaking English
 - b) 2 teachers who have moderate ability in speaking English
 - c) 2 teachers who have low ability in speaking English

D. Data and Source of Data

According to Arikunto, the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation.⁵ In this study, there are five data: implementation of English language in learning and teaching process, speaking English, elementary school teachers, the difficulties encountered by elementary school teachers in speaking English, and the ways elementary school teachers use to overcome difficulties in speaking English.

The data about the implementation of English was gained from the field by conducting observation. Meanwhile the data related with speaking English and elementary school teachers was gained by doing literature review from books, journals, articles, and internet. Then, for the main data which about the implementation of English used at SD Islam Al-Chusnaini Sukodono and difficulties encountered by elementary school teachers in speaking English and the ways elementary school teachers use to overcome difficulties in speaking English was taken from field which is teachers of SDI Al-Chusnaini Sukodono who involve in bilingual program. The

⁵ Suharsimi Arikunto, *PROSEDUR PENELITIAN suatu pendekatan praktik* (Jakarta: Rineka Cipta, 1996), p. 123.

data was gained from teachers' answer of listed questions in interview.

E. Research Stages

The process of this study was done as these following stages:

1. Take a preliminary research

SD Islam Al-Chusnaini had bilingual programs for teachers and students. For the teachers, the program called *one minute talk* which held once a week in Saturday, meanwhile for the students, the program was called *English Day*. It was conducted twice a week. The researcher has asked some teachers about their experience during participating in bilingual program. Some teachers said that they had problems related with speaking English. Therefore, the researcher decided to find out their difficulties or problems and what strategies they used to overcome speaking English difficulties..

2. Decide the research design

The researcher wrote the title of this study and research question first before go ahead to the research design. After drawing focus of the topic that had discussed, the researcher decided the research design of this research along with the outline, including the data that might be needed.

3. Conduct the research:

a) Collecting data

As the data are obtained from the observation and interview, the researcher came to the school twice to conduct the study. In March 25th 2017, the researcher observed 6 teachers while becoming teacher ambassador and participating in one minute talk program. The researcher observed how the teachers speak English and what the teachers did when they face difficulties in speaking English.

In March 27th 2017, the researcher observed how English language was used during learning and teaching process in classroom. After that, the researcher met some

teachers to conduct the interview about the difficulties in speaking English.

b) Analyzing the data

After all the data had collected, the researcher started to analyze the data based on the theoretical framework in chapter II. In the intensive analysis stage, the researcher discovered and analyzed the data which is collected by observation and interview.

c) Concluding the result of the research

The result of the analysis and the theory were combined, the researcher made the conclusion of the research based on the whole sections of this study that have been discussed.

F. Data Collection Technique

In this research, the data was collected from the observation and the result of teachers' interview. There is no treatment or intervention done by the researcher to the participants. To gain a deeper understanding about the teachers' feeling when speaking English and find out their ways to overcome speaking difficulties, the researcher used an open questions interview.

G. Research Instrument

Research instrument is tool or device to guide the researcher for gathering data during the research process. By having the proper instruments, the researcher results the valid data on the research. The instruments of this research are field note and interview guideline. By using instrument of data collection the researcher expects this research will be able to get the result correctly.

a. Field note

According to Lisa Kervin, field notes are the notes about what was happened during a period of observation

or interview.⁶ The context that is being viewed can include information about setting, people, activities, specific interactions.⁷ The data about implementation of English use at SD Islam Al-Chusnaini will be observed from the use of Bahasa and English language as the instructional language used by the teachers while teaching and by the students. It also can be viewed from the communication between the teacher and the students and among the students themselves in the teaching learning process. The researcher attempt to find to what extend the teachers and the students use English and whether they could communicate well using English as the instructional language.

b. Interview Guide

In this section, the researcher and participant knew that they did this interview to generate data based on the guideline. Or it can be called as semi-formal interview. The process of interview will be audio taped. The researcher interviews some teachers based on interview guide. Interview guide contained of the questions related to the second research question, such as teachers' feeling when they get difficulties in speaking English, teachers' way in overcome the difficulties in speaking English, factors causing speaking English difficulties among the teachers, and the teachers' strategies in increasing speaking English skill to avoid speaking difficulties.

H. Data Analysis Technique

As mentioned previously, the data are gained from observation and interview. In line with qualitative method, the researcher analyses the data descriptively. The researcher used an interactive model of analysis involving collecting the data, reducing the data, presenting the data,

⁶ Lisa Kervin, *Research for Educators* (Cengage Learning Australia, 2006), p. 108.

⁷ *Ibid.*, p. 109.

and drawing conclusion.⁸ After the researcher collected the data, the researcher reduced and presented the data. In reducing the data, the researcher excluded meaningless data to get the important points of finding.

In this section, there are some steps that will be done by the researcher in analyzing the data: firstly, the researcher transcribed the data of interview. The second step, the researcher made a list the data of each teacher about the difficulties of the teachers' in speaking English and their strategies to overcome difficulties in speaking English. Then, the researcher categorized the difficulties of the teachers' in speaking English, causes and also their strategies to overcome difficulties in speaking English. Afterward, the researcher combined the theory to support the data. The last, the researcher made conclusions of teachers' difficulties in speaking English and also their strategies to overcome difficulties in speaking English and suggestion based on the result of data analyzed.

⁸ H... Sutopo, *Metodologi Penelitian Kualitatif* (Surakarta: Sebelas Maret University Press, 2002), p. 95.