

CHAPTER III

RESEARCH PROCEDURES

In this chapter, the researcher explains about the procedures conducted for completing the research. It covers research design used, research participants and setting chosen, data collection techniques implemented and its instruments, step of the research, and technique of analyzing the data.

A. Research Design

Design used in this study is classroom research. It is supported that a classroom research involves doing research in school settings about teaching and learning (Nunan & Bailey, 2009). Accordingly, this research attempts to examine naturally occurring phenomena in the language classroom (Widodo, 2013). Therefore, the the researcher believes that the design is suitable for this research since the research investigates a classroom phenomenon about how a teacher teaches English in EFL classroom.

B. Research Participant and Setting

Participant of this study was an English teacher teaching English to the third grade students in one of the junior high schools located in Tasikmalaya. She is 23 years old and has been teaching English there for more than four years. She has many experiences of teaching English. She was chosen this research participant since the researcher considered that she could help the researcher obtain information related to the research topic about how she taught English in the EFL classroom.

C. Data Collection Technique and Research Instruments

Before starting to collect data needed for this research, the researcher needed to get access to the site or individual (Creswell, 2012). It was done by negotiating with people on charge in the site and the individual involved in this research. After permission was obtained, the researcher started to collect the data by using observation. It was chosen since it helped the researcher collect open-ended, firsthand information by observing people and places at a research site (Creswell, 2012). Additionally, it enabled the researcher to capture how the research participant taught English in the classroom and minimized possibility of missing important information from the participant when the observation was executed. Additionally, the researcher acted as a nonparticipant observer since she did not involve herself in learning activities observed (Creswell, 2012). Then, during the observation, the researcher videotaped how the participant taught English in the classroom. It was done twice in order that the data could be richer.

D. Step of the research

There are some steps of the research, they are:

1. Framing and positioning a research project topic.
2. Formulating good research questions and purpose statements.
3. Writing up research rationale or background, context, operational definitions of key items and contributions or significance.
4. Developing and presenting a literature review.
5. Choosing and presenting research methodology.

6. Managing, analyzing, and interpreting emperical data and reporting findings.
7. Drawing sound conclusions and spelling out actionable recommendations and limitations of the study.

E. Technique of Analysing the Data

This research used ‘thematic analysis’ (Braun & Clarke, 2006). It is a technique for “...identifying, analyzing, and reporting patterns (theme) within data...” (p. 6). In addition, “it minimally organizes and describes your data set in (rich) detail” (p. 6). The researcher followed an outline as a guidance to do the analysis through the six phases of analysis, they are:

1. Familiarizing yourself with your data

In this phase, the researcher transcribed the results of the observation and interview. It was done in order that the researcher could read and re-read the data as many as needed. The reading process helped the researcher understand the data better and noted down initial ideas in the data.

Figure E.1. Video Transcription

Data	Codes
00 : 01 : T : asalamualaikum wr, Hb	Greeting (1)
00 : 03 : S : wa’alaikumsalam wr, wb	
00 : 05 : T : good morning students	
00 : 07 : S : morning Miss (1)	
00 : 08 : T : how are you today?	Asking students’ condition (1)
00 : 10 : S : we are fine, how about you?	
00 : 11 : T : i’m vey well, thank you so much. (1)	
00 : 13 : T : before study the lesson let’s say basmallah together.	Praying with the students (1)
00 : 17 : S : bismilahirahmanirahim.(1)	

2. Generating initial codes

After the researcher was familiarized with the data, the researcher started to produce some initial codes which represent the data. It was done by colouring the data with different colours indicating different kinds of codes.

The codes were generated based on the data appeared.

Figure E. 2. Generated Codes

Implementing Direct Method
Implementing Repetition and Drilling Technique
Building Students' Character
Building Students' Knowledge
Praising as Positive Feedback
Brainstorming Activity
Giving Opportunity to Perform
Using Whiteboard as the Learning Medium
Evaluating the Students' Performance

3. Searching for themes

Gaining list of the different codes from the previous phase, the researcher found potential themes which could represent the codes of the data. It was done by sorting the codes based on certain category in order that the researcher was easier to decide codes included in the themes.

Figure E. 3. Potential Themes

I	II	III	IV	V	VI
Implementing Direct Method	Building Students' Character	Praising as Positive Feedback	Brainstorming Activity	Using Whiteboard as the Learning Medium	Evaluating the Students' Performance
Implementing Repetition and Drilling Technique	Building Students' Knowledge		Giving Students Opportunity to Perform		

4. Reviewing themes

In this phase, the researcher re-read the entire data set along with its codes and the potential themes in order that the researcher ascertained whether the themes worked in relation to the data set. Then, the researcher coded any additional data within the themes that has been missed in earliner coding stages if possible (Braun and Clarke, 2006). The themes however needed to be relevant with the research topic and could answer the research question. When themes found were not relevant, they were ignored.

Figure E. 4. Reviewed Themes

I	II	III	IV	V
Implementing Direct Method	Building Students' Character	Praising as Positive Feedback	Brainstorming Activity	Using Whiteboard as the Learning Medium
Implementing Repetition and Drilling Technique	Building Students' Knowledge		Giving Students Opportunity to Perform	
			Evaluating the Students' Performance	

5. Defining and naming themes

This phase required the researcher to decide names of the theme and subthemes produced in the previous phase. The names of the theme and the subthemes must be clear and representative for the codes in the theme.

Figure E. 5. Final Themes

Teacher Uses Methodologies in EFL Classroom	Teacher Sets Objectives in EFL Classroom	Teacher Uses Feedback in EFL Classroom	Teacher Uses Teaching Cycle in EFL Classroom	Teacher Uses Teaching Medium in EFL Classroom
Direct Method Implementation Repetition and Drilling Technique Implementation	Building Students' Character Building Students' Knowledge	Praising as Positive Feedback	Brainstorming Activity Giving Students Opportunity to Perform Evaluating the Students' Performance	Whiteboard used as the Learning Medium

6. Producing the report

After the researcher generates fully worked-out theme, the researcher then has to write the report of the analysis (Braun & Clarke, 2006). Since the report is for research assignment, the researcher attempted to make it as clear as possible which convinces readers about the validity of the analysis.

