

CHAPTER 3. RESEARCH METHODOLOGY

In this chapter, the researcher explains the methodology that applied in the study. It contains the research design, research context, research participants, data collection methods, and data analysis procedures.

3.1 Research Design

This study used a qualitative descriptive case study design to explore the strategies used by an experienced English teacher to motivate students to speak English in the classroom. According to Creswell (2014), qualitative research methods are suitable for understanding respondents' experiences and the natural social interactions within them. In this study, the researcher examined how an experienced teacher motivates students to speak English through a desire that arises within the students themselves.

The author chose a descriptive case study design because the researcher intended to investigate classroom teaching practices in depth within a specific classroom context. Yin (2018) stated that case study research helps researchers understand a phenomenon in a real-life situation through in-depth investigation and multiple data sources. Therefore, results from classroom observations, interviews, and documentation were used to gather comprehensive information.

During data collection, the researcher observed how the teacher created classroom interactions, supported interactions, and fostered positive motivation.

3.2 Research Context

This research was conducted at a vocational high school (SMK) in Situbondo. This school was chosen because of its supportive and readily available access for the researchers to conduct the research. Furthermore, the English teacher who participated as an informant was willing to volunteer her time due to her extensive teaching experience and her expertise in speaking skills.

This study was conducted in a second-year accounting class at the vocational high school, with 22 students. Based on classroom observations, many students were still hesitant to participate in speaking activities and preferred to remain silent during speaking practice.

Although SMK in Situbondo is not among the most popular schools in the region, the teacher has successfully guided students to achieve various academic milestones at both the regency and provincial levels. Several students have also been accepted into universities through the invitation admission pathway. In addition, many students from the teacher's English course have achieved good results in English competitions and speaking performances. These achievements encouraged the researcher to examine the teacher's strategies in motivating students to speak English in the classroom.

3.3 Research Participants

Besides teaching at school, the teacher also teaches in English courses where many students have achieved outstanding achievements in competitions and academic programs. Several students taught by the teacher were also accepted into universities through achievement and invitation pathways. Therefore, the researcher considered the teacher an appropriate participant in this study because of her experience, teaching background, and ability to guide students with different speaking abilities and levels of participation in English learning activities.

Other participants in this study were 22 students in a second-year vocational accounting class. These students were selected based on recommendations from the school and their teachers because some students in this class had English language skills, but some tended to be apprehensive about starting a conversation directly.

3.4 Data Collection Method

Data in this study were collected through gradual classroom observations, teacher and student interviews, and documentary evidence. These methods were used to obtain in-depth information about teacher strategies for motivating students to speak English during classroom speaking activities.

The interviews focused on the teachers' reasons for using certain strategies in their teaching, capturing and understanding the difficulties encountered during speaking lessons, and teachers' perspectives on student motivation and participation in speaking activities.

3.5 Data Analysis Method

Data obtained from observations and interviews were processed through thematic analysis. Braun and Clarke (2006) explain that thematic analysis is used to identify, organize, and interpret patterns of meaning in qualitative data.

In analyzing the data obtained, the researcher followed several stages. First, the researcher repeatedly read the observation notes and interview transcripts obtained to gain a comprehensive understanding of the data. Second, the researcher identified and grouped important statements to generate initial codes related to speaking anxiety and teaching strategies. Third, similar codes were grouped into themes. Fourth, these themes were reviewed and adjusted to ensure their relevance to the research focus. Fifth, the researcher defined and named each theme. Finally, the researcher interpreted the findings and presented them descriptively in line with the research objectives. Through this analysis, the researcher was able to identify several teacher strategies for motivating students to speak during English learning activities.