

CHAPTER III

METHODOLOGY

A series of procedures for conducting research discussed in this chapter. They were dealing with research design, participant and context, instrument, data collection, and data analysis of this study.

3.1 Research Design

This present study employs a qualitative design to explore the in-depth understanding of the issue (Creswell & Poth, 2016). By using the case study, this research wanted to explore the students' problems in the English classroom that hinder learning based on the pre-service teachers' experiences while observing the teaching and learning process. This approach explored the contemporary bounded system (a case) through detailed, in depth-data collection involving multiple sources of information (Creswell & Poth, 2016).

3.2 Setting and Context

This research was in the first research class English education department at one of the universities in Southeast Sulawesi. In this context of the study, this research class was one of the main courses in this major where the teacher was going to teach necessary things related to study, either how to do research or the elements that existed in the research itself. In this course, students were also taught related research instrument using FGD reflection. There was a question in the FGD reflection they discussed related to the students' problems that pre-

service teachers had found when conducting observation in English classes during field teaching practice.

3.3 Participants

This study involved 12 participants. They were active students and also the pre-service teacher who had completed the school field teaching practice (PLP) I. They already had completed observations related to what they found during teaching and learning practice in English classes. The participants are EFL learners at the English education department in a higher education Southeast Sulawesi, Indonesia. They had also completed the Teaching English as a Foreign language (TEFL) I course.

Participants in this study were recruited based on the researcher's assessment of their responses when conducting FGD reflection with their group discussion regarding students' problems in class when learning English. Initially, this study wanted to research several groups with 44 participants, but there were obstacles, including too many participants for analysis using case studies. This research found insufficient data from some participants, and some of their data were less relevant to this research. Therefore, this study reduced the number of participants to only 12 people.

Participants selected from their adequate answers so they could be explored further through interviews. Besides, they are easy to reach and can collaborate well with researchers in providing valid data.

The following is a presentation of participant demographic data by giving the abbreviation 'P' (Participant).

Table 3.1 Participants Demographic Profile

No	Participants' Names	Gender	Age	Semester	School of PLP1
1.	P1	Female	19	5	Senior High School
2.	P2	Female	20	5	Senior High School
3.	P3	Female	20	5	Junior High School
4.	P4	Female	20	5	Senior High School
5.	P5	Male	21	7	Junior High School
6.	P6	Female	19	5	Senior High School
7.	P7	Male	21	5	Junior High School
8.	P8	Female	21	5	Junior High School
9.	P9	Female	20	5	Junior High School
10.	P10	Female	19	5	Junior High School
11.	P11	Male	20	5	Senior High School
12.	P12	Female	20	5	Senior High School

3.4 Instruments

This study focused on group discussion (FGD) to gather more data about their experiences while observing students' problems in learning English. This research used a focus group because this was advantageous when the interaction among interviewees yielded the best information, similar and cooperative. It is also used when the time to collect data is limited and when individuals interviewed one-on-one may be hesitant to provide information (Creswell & Poth, 2016; Morgan, 1997).

Table 3.2 FGD Reflection's Guidelines

No	Question
1.	What are students' problems in English classrooms that might hinder the learning process?

Furthermore, in eliciting more information related to students' problems in English learning, the research did the interview to address the research questions of this present study. Through this tool, this study found the point of view of the

participants and to dig deeper into what they have not expressed when filling out the FGD reflection related to student problems that they find in the school where they conduct PLP 1. It is in line with Brinkmann and Kvale (2015), which stated the use of researcher interviews is to understand the world from the subject's point of view, to reveal the meaning of their experience, to reveal the world of their life” (p. 3). The question concept of the interview refers to Seidman (2006) that to understand the lived experience of other people and the meaning of their experience, it is better to use an interview.

Table 3.3 Interviews’ Guidelines

No	Questions
1.	What are the students’ problems that you find when learning English in class?
2.	What makes students not interested in learning English in class?
3.	Can you give examples related to vocabulary problems experienced by students?
4.	Do students understand what the teacher explains in class if the teacher uses full English?
5.	What is the form of students' laziness in learning English?
6.	What causes students to feel embarrassed in speaking? Can you give an example?
7.	Could you give an example of what kind of student does not care about English lessons?
8.	Are students more silent in the classroom if the teacher explains using English?
9.	Do you see students’ problems related to their reading ability?
10.	Do you see students’ problems related to their writing skills?
11.	Do you find any problems related to students' listening skills?

3.5 Data Collection

The data collection procedure began with providing background questionnaires to participants to be used as demographic data. Furthermore, the research was started by giving the FGD (Krueger & Casey, 2014) reflections’ questions, and the participants answered in the form of group discussion on the internet using the Zoom application. After that, their answers were transcribed. The next step is the simplifying the answers and then probed which answers needed additional information and still needed to be clarified.

In addition, in digging deeper into information, they were interviewed with several questions that still needed to be further elaborated, which were not covered when they did the reflection. The interview was conducted either face-to-face or via WhatsApp application. Interviews were conducted face to face in a room where the interviewer asked questions immediately answered by the participants. During the interview, the process was recorded by the researcher. The participants who wanted to be interviewed via WhatsApp were given questions they could answer by voice note or by sending their answers in writing. The result of the recorded participant interviews was made with transcripts analyzed by coding and the FGD reflection transcripts of the participant.

3.6 Data Analysis

All data from FGD reflection and interviews in the form of writing related to the students' problems in the classroom were analyzed using thematics. It moved beyond counting exact words or phrases and focused on identifying and describing implicit and explicit ideas within the data. There were themes where codes were then typically developed to represent the identified themes and applied or linked to raw data as summary markers for later analysis (Guest, MacQueen, & Namey, 2011).

In this study, the inquirer examined the students' problems in English classrooms that found by teachers in English classes with adapting theory from several aspects, i.e., students' problems in receptive skills including problems in the areas of listening skill (Hardiyanto, Tanjung, & Suharjo, 2021), and reading skill (Chawwang, 2008). In productive skills area, there are problems related to

speaking skill (Anam & Tantri, 2020), and writing skill (Mohamed & Zouaoui, 2014). Apart from these two areas, there are also student problems in aspects of vocabulary mastery (Krisnayanti & Winarta, 2021), students' attention (Akbari, 2015; Thi & Minh, 2021), students' motivation (Akbari, 2015), and students' confidence (Mohammed, 2018). See Table 3.4 below for an analysis of the theories' details.

Table 3.4 Theoretical Analysis of Students' Problems in English Classroom

Author(s)	Year	Area of Students' Problems	Description
Hardiyanto, Tanjung, & Suharjo	2021	Students' Problems in Listening Skill	There are several pieces of information related to the students' difficulties in listening skill area, such as 1) message content including unfamiliar words, words of incoming, speech and long spoken text, 2) speaker such as visual needed, speed of speech, and variety of accents, 3) listener that is less focus, lack in vocabulary, inability to understand the meaning and inability to recognize familiar words, and 4) physical settings related to noises.
Chawwang	2008	Students' Problems in Reading Skill	Students' difficulties in reading English text closely related to vocabulary material. There are EFL learners who can understand complex sentences in reading comprehension, whether derived from coordinating conjunctions, prepositional phrases, participial phrases, and nominalization or in terms of reading habits and strategies. Lastly, problems related to poor working memory.
Anam & Tantri	2020	Students' Problems in Speaking Skill	The barriers to students in speaking greetings were anxiety, shyness, fear of making mistakes, and the students also got lack of confidence when they were speaking in front of the class.

Author(s)	Year	Area of Students' Problems	Description
Mohamed & Zouaoui	2014	Students' Problems in Writing Skill	The difficulties faced by EFL students in language learning, particularly in writing area including seven parts. They are language proficiency, vocabulary and grammar, sentence structure and paragraph development, connections between ideas, problems of transition, missing ideas, and style in writing.
Krisnayanti & Winarta	2021	Students' Problems in Vocabulary Mastery	There are linguistic and non-linguistic factors that students face in learning vocabulary. The linguistics factor is related to language difficulties such as grammar or language rules. As for nonlinguistic factors are divided into internal factors (related to peoples' motivation, interest, and memories of the words) and external factors (related to teaching method, environment, or situation).
Akbari Thi & Minh	2015 2021	Students' Problems in Students' Attention	One of the things that cause students to be less focused and not attentive in learning English, such as crowded classes. The dense atmosphere will distract students (Akbari, 2015). Moreover, Several things will affect students' attention in learning English, including using mobile phones outside of learning activities, instructions, and teaching strategies from teachers that are not clear and effective (Thi & Minh, 2021).
Akbari	2015	Students' Problems in Students' Motivation	Students who are detected to have no motivation to learn English will assume that English learning is an obligation for them. They feel the compulsion to learn. They see no fun in learning English. These students have low motivation to participate in class. They are just trying to get a passing grade to get off the course.

Author(s)	Year	Area of Students' Problems	Description
Mohammed	2018	Students' Problems in Students' Confidence	Confidence is a factor that hinders students from learning English. Students' negative responses at the beginning of learning English can cause a lack of motivation, self-confidence, stress, anxiety, and fear of making mistakes. These feelings can make students fail their lessons.

Moreover, the coding guidance was also used by Braun and Clark (2006). Likewise, the results of participant interviews were analyzed using a thematic process. The data went through coding, a procedure for organizing the text of the transcripts and discovering patterns within that organizational structure (Auerbach & Silverstein, 2003).

The data was coded using seven colors. The red type indicates the students' problems, the blue type represents the problems in listening skills, the yellow type represents the problems in reading skills, the purple type represents the problems in speaking skills, the pink type represents the problems in writing skills, the light blue type represents the problems in students' attention, and for the lilac type represents the problems in students' motivation.

Table 3.5 Example of Thematic Data Analyses Procedure

Name	What students' problems you observed in the English classroom might hinder the learning process?	First Open Coding	Next Open Coding	Axial coding	Selective Coding	Theme
P6	As for me, many of them are just silent as if listening, but they don't understand at all.	For me, many of them are just silent as if listening, but they don't understand at all.	1. Students are having difficulty listening;	1. Listening skill	1. Listening skill	Students problems in receptive skill (Listening)
P6	Students don't study because they want to know but because later the teacher says, "who wants to answer this? I'll give you an additional 90". Only the students want. So, there is no interest like the students, and the teacher also encourages the students to be like that. There is no particular method so that students are more interested in being interested in learning, not just interested in grades.	Students don't study because they want to know but because later the teacher says, "who wants to answer this? I'll give you an additional 90". Only the students want. So, there is no interest like the students, and the teacher also encourages the students to be like that. There is no particular method so that students are more interested in being interested in learning, not just interested in grades.	1. Students are less of motivation;	1. Students' motivation;	2. Students' Motivation	Students problems in Students' motivation;
P9	From what I observed, the problem was that Samaji was not confident going forward, so he was only told	From what I observed, the problem was that of not being confident going	1. Students are less confident in speaking;	1. speaking skills;	3. speaking skills;	Students problems in productive skill (Speaking)

Name	What students' problems you observed in the English classroom might hinder the learning process?	First Open Coding	Next Open Coding	Axial coding	Selective Coding	Theme
	to converse in English.	forward, even for conversing in English.				
p9	they don't pay attention when the teacher is explaining. Sometimes they don't focus. They tell stories	they don't notice when the teacher is explaining. Sometimes they don't focus. They tell stories	1. Students are not paying attention in learning;	1. Students' attention;	4. Students' attention;	Students' problems in students' attention;

