# CHAPTER III

# METHODOLOGY

This chapter discussed the study's research design, setting and context, study participants, the instrument of the study, data collection, and data analysis.

## 3.1. Research Design

This study used a qualitative design study Miles, Huberman, and Saldana (2014) to capture all the students' observations about the issue comprehensively. Using Miles et al. (2014) case study approach, the researcher intended to provide in-depth information on the teachers' problems in English classrooms hindering the teaching process.

## 3.2. Setting and Context

This research was in English classes at several junior high and senior high schools in Southeast Sulawesi. In this study context, English classes were one of the courses in the school. The teacher applied the feedback strategies to revise the students' errors while working on their task or performing the project in classroom interaction. The feedback strategies were realized that it became crucial in influencing the student's language skills and their mistakes awareness during performing or working on their assignment.

### 3.3. Participants of the Study

The participants of this study are EFL students from classes A & B in the fifth semester. Therefore, the inquirer chose the participants based on the data criteria the researcher was looking for, such as; having completed their PLP 1 program, having completed the TEFL 1 course, and understanding the difference between the teachers' and students' problems in English classroom then presenting clear answers about the problem.

Initially, the researcher wanted to conduct research in all FGD groups with 44 students, but after collecting all the data and the researcher did the data analysis, not all data from the participant could answer the researcher's question directly. Also, several participants were very hard to reach. Therefore, the researcher reduced the number of participants to just 13 from each group.

All students in this research were pseudonyms and addressed as P1 RJ, P2 AH, P3 US, P4 HR, P5 RC, P6 ZA, P7 HI, P8 HA, P9 JN, P10 WR, P11 MA, P12 AA, P13 AN.

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

Table 3.1 Demographic Profile Participants

| No | Participants' Names | Gender | Age | Semester | School of PLP1 |
|---|---|---|---|---|---|
| 1. | P1 | Male | 20 | 5 | Senior High School |
| 2. | P2 | Male | 19 | 5 | Senior High School |
| 3. | P3 | Female | 20 | 5 | Senior High School |
| 4. | P4 | Female | 20 | 5 | Junior High School |
| 5. | P5 | Female | 20 | 5 | Junior High School |
| 6. | P6 | Female | 19 | 5 | Senior High School |
| 7. | P7 | Female | 21 | 5 | Senior high school |
| 8. | P8 | Female | 21 | 7 | Junior High School |
| 9. | P9 | Female | 23 | 5 | Senior High School |
| 10. | P10 | Female | 20 | 5 | Junior High School |
| 11. | P11 | Male | 20 | 5 | Junior High School |
| 12. | P12 | Male | 21 | 5 | Junior High School |
| 13. | P13 | Female | 21 | 7 | Junior High School |

## 3.4. Instrument of the Study

This study used Focus Group Discussion (FGD) to get more information about the results of their observations about what teachers faced that hindered the learning process in the English classroom. FGD benefits researchers because when someone is interviewed by people at the same academic level as them and working together, the results are more likely to be detailed (Varga, McIsaac, & Willis, 2017). Meanwhile, when people from different academic levels are

interviewed individually, the information obtained tends to be limited because they may be hesitant to provide more detailed information (Varga, McIsaac, & Willis, 2017). FGDs were held online via Zoom.

The researcher examined them one by one using the results of their interviews, which were collected in the form of reflection, to determine the extent of their understanding of the issues raised.

Table 3.2 FGD Reflections Guidelines

| No | Reflective Question |
| --- | --- |
| 1. | What are teachers' problems in the English classroom that might hinder learning? |

Furthermore, to complete the FGD (Focus Group Discussion) data that did not fulfill the data criteria required by researchers or had not been explored in considerable detail (Varga, McIsaac, & Willis, 2017). In line with this, Varga et al. (2017) also highlight that researchers can conduct interviews to understand the subject's point of view, express their experiences, and live their lives.

Table 3.3 Interviews' Guidelines

| No | FGD Questions |
| --- | --- |
| 1. | What kind of teacher's problem might hinder the learning process? Make it more specific to the teacher's situation. |
| 2. | How do the teachers you observe in class react when students are not motivated to learn, so they talk a lot or are bored easily in the category? |
| 3. | In what terms do you say that teachers cannot control their classrooms? |
| 4. | Is there any effort from the teacher you observed to make a learning media in their classroom? |

| No | FGD Questions |
|---|---|
| 5. | Have you ever asked for a teachers' lesson plan sheet that you observed and saw how it was implemented in the classroom? Does the teacher run the class according to the lesson plan that has been prepared? |
| 6. | Are there any new variations in teaching English from the teachers you observed? |
| 7. | In the class, you observe how the teacher organizes seating arrangements in their class. For example, they use U letter seating arrangement or use pair work. |

## 3.5. Data Collection

The reflective FGD and semi-structured interview were used in this case study as the data source. In line with the interview, the concept of the question used refers to Wengraf (2001) by using semi-structured interview question for the interview. The data collection procedure sequence started by giving a questionnaire containing their background through a Google form to use as demographic data. Next, researcher asked the participants questions in the form of reflection, which were answered through group discussions on Zoom.

After obtaining a reflection on the results of the participant discussion, the next step this research examined them one by one and then determined which answers were still lacking and required data probing. Departing from the data that needed to be explored more deeply, the last step was formulates several questions that are then asked of the participants.

## 3.6. Data Analysis

A qualitative content analysis method was used to analyze the data in this study. The essential components of qualitative data analysis are coding, categorizing, and forming themes (Miles et al., 2013). The researcher divided the stages into; 1. Collected data from reflections and interviewed related to the

problems. Teachers faced that hinder learning in English classes; (2). Simplified

existing data by giving color codes; (3). Probed data by commenting on some

answers that were considered incomplete; (4). Created a separate file on Google

drive containing data about problems teachers face that hinder the learning process

in English classes; (5). Completed all data still in Indonesian into English by

translating them one by one; (6.). Perform data encoding; (7). Categorized data; (8).

Gave a theme to the data.

**Table 3.4 Theories Analysis of Closure Activity Strategies**

| Author(S) | Year | Type Of Teachers' Problem | Description |
|-----------|------|---------------------------|-------------|
| Akbari | 2015 | Students lack of attitude and motivation to learn | Based on Akbari (2015) study, there are several problems related to students lack attitude and motivation to learn, three of them are: 1. Some of them only see English as a course to pass, failing to recognize its value as a tool for communication that enables them to keep up with advances in science and technology. 2. They do not find learning English to be enjoyable. 3. These students do not care much about participating in class; instead, they want to pass and go on. |
| Ingersoll and Smith | 2003 | Classroom management | Teachers lack the necessary skills to cope with students or impose their authority constructively. |
| Liu, Miller, and Jahng | 2016 | The lack of media in learning | The presence or absence of resources such as textbooks, workbooks, writing paper, pens/pencils, chalk, blackboard, wall pictures, tapes, tape recorders, television, radio, reading material, and a library that all have an impact on learner attitudes and the learning environment. |
| Emmer | 2012 | Teachers' low proficiency in teaching | The inability of teachers to meet challenges that arise in the context of teaching due to lack of training, poor teacher language ability, and teachers hired to teach English are just a few of the issues listed as consequences of insufficient preparation for teaching. |

Therefore, the researcher used the thematic analysis method discussed in a study (Braun & Clarke, 2006). Specifically, the researcher provided ten questions consisting of 1 question on the FGD (Focus Group Discussion) data reflection and nine questions on the data interviews. The researcher chose two questions as the mandatory questions that the participants should answer and the other eight as supporting questions to support participants' answers.

Moreover, the theory about students' attitude and motivation in learning support by Akbari (2015); classroom management by Ingersoll and Smith (2003); the lack of media in teaching English by Liu, Miller, and Jahng (2016) ; and teachers' low proficiency in teaching by Emer (2012) were used in analyzing the data. The data was coded using six colors. Red represents students' attitudes and motivation to learn; yellow represents classroom management; green represents the lack of media in teaching English, and blue represents teachers' low proficiency in teaching.
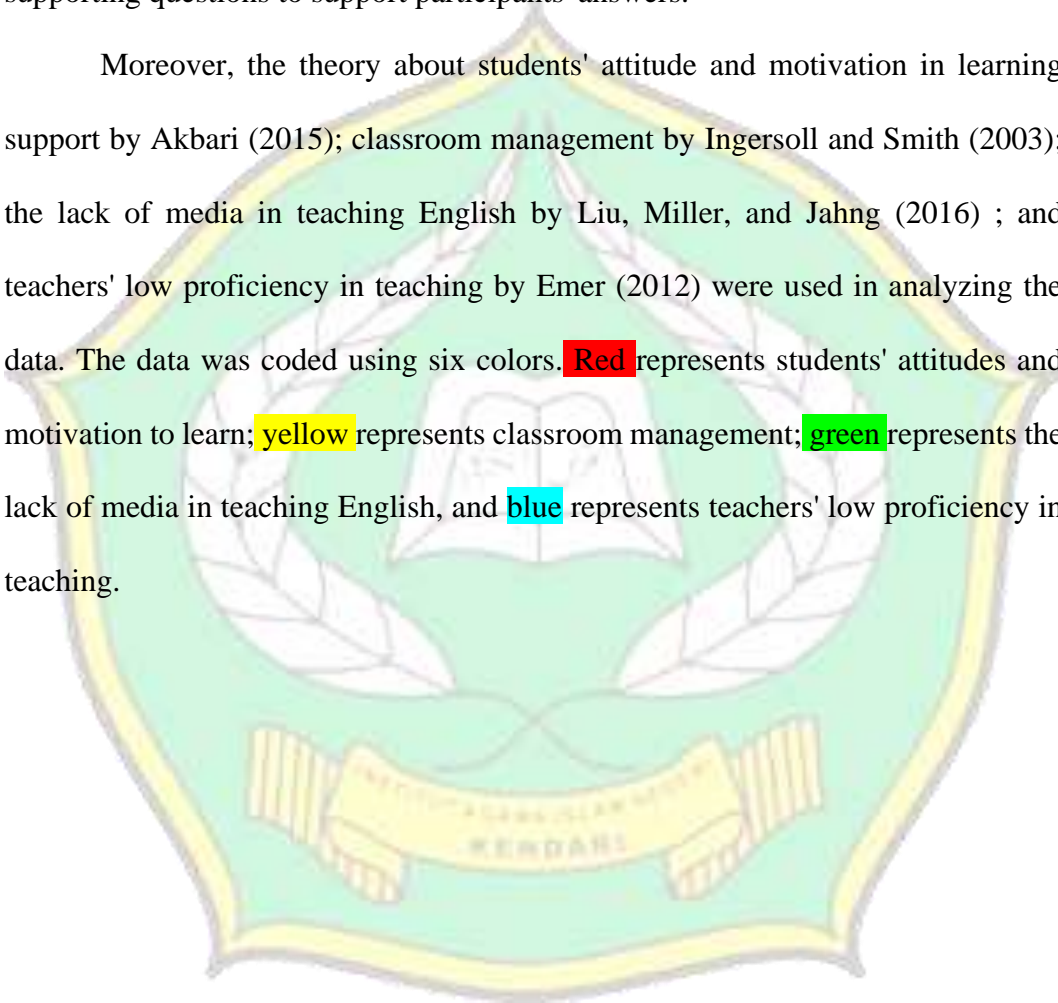
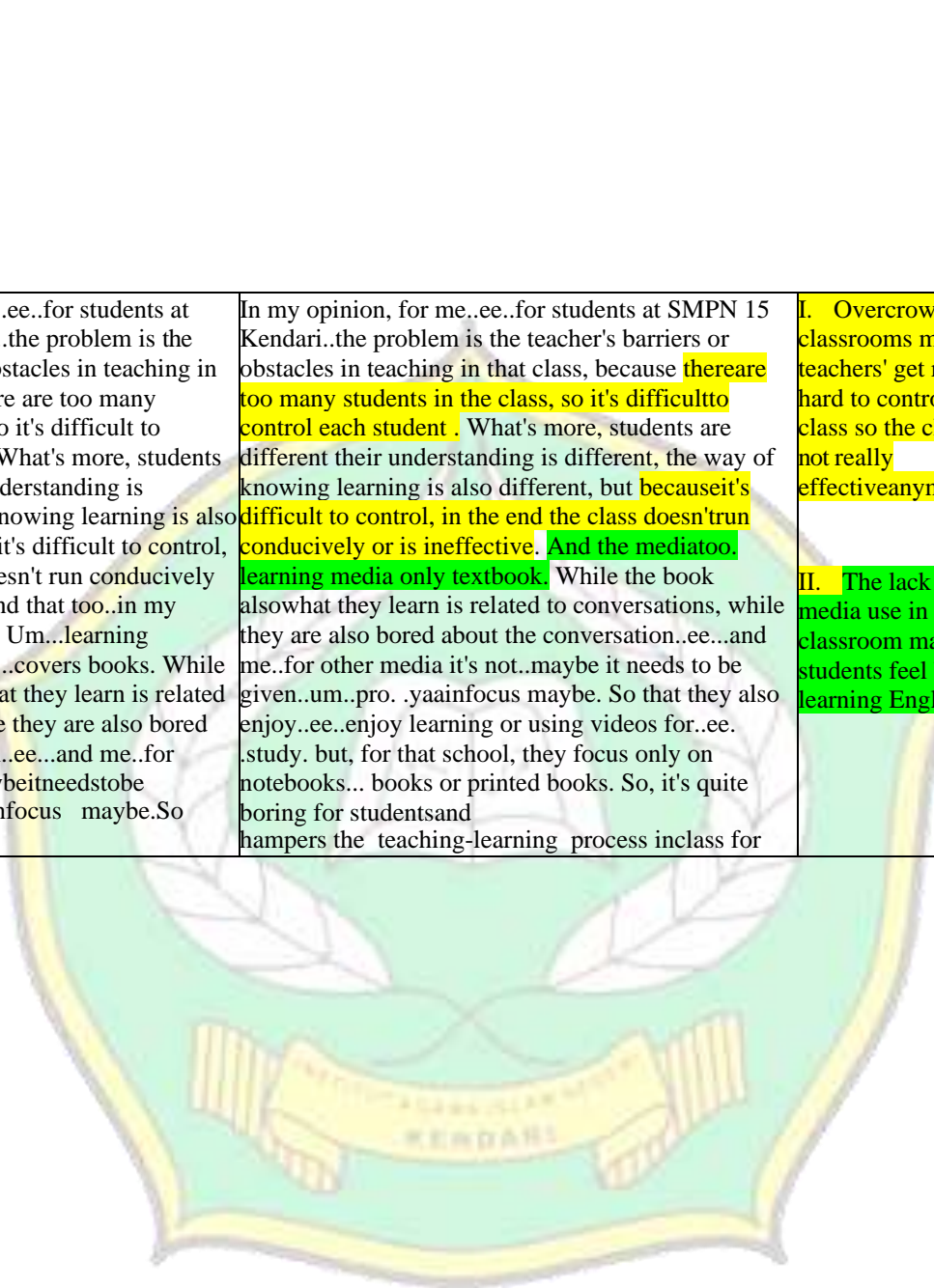**Table 3.5 Example Procedure Data Analyses Conducted by Thematic**

| Name | What problems might the English teachers face in their classrooms that hinder the English teaching process? | First open coding | The next open coding | Selective coding | Theme |
|---|---|---|---|---|---|
| P1 | From several classes that I observed, eee.. for the problems the teacher faced, maybe from... what... maybe from the students' motivation to learn English, it seemed like it was lacking because, like what was said earlier. In class, it's like getting bored, so in the end, the enthusiasm for learning is lacking..that's it. | From me, it's from several classes that I observed, eee..for the problems the teacher is facing, maybe from..what..maybefromThe motivation of thestudents to learn English seems to be lackingbecause like what was said earlier it's like..it'slike..in class, it looks bored, so in the end, theenthusiasm for learning is lacking..that's it. | I. It's easy for students to feel bored in class because they lack the motivation to learn. | I. Student's attitude and motivation to learn | I. Student's attitude and motivation to learn |
| P2 | For me, maybe the teacher's issue is because of the students… most of the students in the class were talking to their friends, so the teacher is.. cannot stay focused on teaching, so she has to… she has to reprimand her students who spoke, so here… the learning process was not effective. I think that's from me. | For me, maybe the teacher's issue is because of the students… most of the students in the class weretalking to their friends, so the teacher could notstay focused on teaching, so she had to... she had to rebuke her students who speak, so the learningprocess was not effective. I think that's fromme. | I. Overcrowded classrooms prevent teachers from staying focused on explaining the material because students keep talking to each other. | I. Classroom management | II. Classroom management |
| P3 | The teacher's problem is not much different from that of the students. They are also limited with the mediabecause even though SMAN 1 Kendari is a | The teacher's problem is not much different fromthat of the students. They also were limited withmedia because even though SMAN 1 Kendari is a favorite high school but like I said. The LCD | I. Teachers are dealing with the lack of media in school. In this | I. The lack of media in teaching | III.The lack of media in teaching |

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| Name | What problems might the English teachers face in their classrooms that hinder the English teaching process? | First open coding | The next open coding | Selective coding | Theme |
|---|---|---|---|---|---|
| P6 | The problem is when the teacher only pays attention to the students who are more active in the class. For example, the right one.. the right side of the class, was active, and the left one, didn't, was not interested in the course. The teacher only focuses on the right one, so it loses the role of the teacher. He should have encouraged more students who were still lacking, those who were already able to stay guided, but those who were unable to do so needed more attention. And for me, the teacher…the pronunciation isn't apparent, so it doesn't help the students either. | The problem is when the teacher only focuses on the students who are more active in the class. For example, the right one.. the right side of the class, was active, and the left one, didn't, was not interested in the course. The teacher only focuses on the right one, so it loses the role of the teacher. He should have encouraged more students who were still lacking, those who were already able to stay guided, but those who were unable to do so needed more attention. And for me, the teacher…the pronunciation isn't apparent, so it doesn't help the students either | I. Teachers lose their role as student advisors because it only focuses on some students.<br><br>II. Teachers' pronunciation is unclear, making it hard for students to understand the material. | I. Teachers' low proficiency in teaching | ITeachers' lowproficiency inteaching |

| Name | Raw data | First open coding | The next open coding | Selective coding | Theme |
|------|----------|-------------------|----------------------|------------------|-------|
| P1 RJ | In my opinion, such as the lack of student motivation to learn in a subject in the classroom, of course, if students lack motivation to learn, students will not be enthusiastic in the learning process. | In my opinion, the lack of student motivation to learn in a subject in the classroom, of course, if students lack motivation to learn, students will not be enthusiastic in the learning process. | I. Lack of motivation to learn makes students have low enthusiasm to learn and because of that the teaching and learning process will not go smoothly | I. Students attitude and motivation to learn. | I. Students attitude and motivation to learn. |
| P2 AH | The teacher rarely enters the classroom. So, student learning materials are alsohampered. For example, during PLP, weentered a class X and said that it was theirfirst meeting in English subject. | The teacher rarely comes into the classroom. So, student learning materials are also hampered. Forexample, during PLP, we entered a class X andsaid that it was their first meeting in Englishsubject. | I. Teachers who rarely come toteach in classbecome aproblem that hinders the process of | I. Teachers low proficiency in teaching | IV. teachers low proficiency in teaching. |

| | | teaching English. | | |
|---|---|---|---|---|
| P3 US | While doing PLP 1 and entering the class and making observations I never saw the teacher complained or the teacher spoke about their problems that might hinder the teaching process but what I sometimes there are still some students who miss the teacher's explanation by telling a lot of stories behind their backs with their friends so the teacher has to explain the material over and over again so that it is enough to hinder the teaching process. | While doing PLP 1 and entering the class and making observations I never saw the teacher complained or the teacher spoke about their problems that might hinder the teaching process but what I see is that sometimes there are still some students who miss the teacher's explanation by telling a lot of stories behind their backs with their friends so the teacher has to explain the material over and over again so that it is enough to hinder the teaching process. | I. Students who have lack of motivation to learn and keep teaching with their friends sometimes donot catch the material tightly so the teacher should repeat their explanation again and again in every class this one might hindering the teaching process | I. Students attitude and motivation to learn. | I. Students attitude and motivation to learn. |

| P4 | In my opinion, for me..ee..for students at SMPN 15 Kendari..ee..the problem is the teacher's barriers or obstacles in teaching in that class, because there are too many students in the class, so it's difficult to control each student . What's more, students are different... their understanding is different, the way of knowing learning is also different, but because it's difficult to control, in the end the class doesn't run conducively or is ineffective. Ee..and that too..in my opinion the media too. Um...learning media only covers...ee...covers books. While the book also...ee...what they learn is related to conversations, while they are also bored about the conversation..ee...and me..for othermediait'snot..maybeitneedstobe given..um..pro.  .yaainfocus  maybe.So | In my opinion, for me..ee..for students at SMPN 15 Kendari..the problem is the teacher's barriers or obstacles in teaching in that class, because thereare too many students in the class, so it's difficultto control each student . What's more, students are different their understanding is different, the way of knowing learning is also different, but becauseit's difficult to control, in the end the class doesn'trun conducively or is ineffective. And the mediatoo. learning media only textbook. While the book alsowhat they learn is related to conversations, while they are also bored about the conversation..ee...and me..for other media it's not..maybe it needs to be given..um..pro. .yaainfocus maybe. So that they also enjoy..ee..enjoy learning or using videos for..ee. .study. but, for that school, they focus only on notebooks... books or printed books. So, it's quite boring for studentsand<br>hampers the  teaching-learning  process inclass for | I.   Overcrowded classrooms make teachers' get really hard to control the class so the class is not really effectiveanymore<br><br>II.   The lack of media use in the classroom makes students feel bored learning English. | I. Classroom management<br><br><br>I. The lack of media in teaching English | II.   Classroom management<br><br><br>III.  The lack of media in teaching English |

| | | | | | |
|---|---|---|---|---|---|
| | that they also enjoy..ee..enjoy learning or using videos for..ee. .study. but, for that school, they focus only on notebooks... books or printed books. So, it's quite boring for students and hampers the teaching-learning process in class for teachers..that's all from me. | teachers..that's all from me.. | | | |
| P6 ZA | The problem is when the teacher only has their attention to the students who are more like active in the class. For example, the right one.. the right side of the class was active, and the left one didn't,, was not interested in the class. The teacher's only focus on the right on, so it loses the role of the teacher. He should have encouraged more students who were still lacking, those who were already able to just stay guided, but those who were unable to do so needed more attention. And for me, the teacher…the pronunciation isn't very clear, so it doesn't help the studentseither. | The problem is when the teacher only has theirattention to the students who are more like activein the class. For example, the right one.. the rightside of the class was active, and the left one didn't,,was not interested in the class. The teacher's onlyfocus on the right on, so it loses the role of theteacher. He should have encouraged more students who were still lacking, those who were already able to just stay guided, but those who were unable to do so needed more attention. And for me, theteacher…the pronunciation isn't very clear, so itdoesn't help the studentseither | I. Teachers' lose his/her role as a student advisor because it only focuses on some students.<br><br>II. Teachers' pronunciation is not really clear so it makes students really hard to understand the material. | I. Teachers' low proficiency in teaching | I V Teachers' low proficiency in teaching |

**How do the teachers you observe in class react when there are students who don't have the motivation to learn so they talk a lot or get bored easily in class?**

| Name | Raw data | First open coding | The next open coding | Selective coding | Theme |
|---|---|---|---|---|---|
| AN 13 | they didn't really interest with the learning process, you know even if it's a short time. In the class most of them just come to find the answer to the assignment they got from the previous class, even sometimes they don't do their assignment and do another assignment from another subject. But also I think this is because the teachers really rarely come out with the motivation to encourage students to learn like giving motivational words or making their classes more interesting for example give a warm up or whatever that can make students feel more interested in learning. | interest with the learning process, you know even if it's a short time. In the class most of them just come to find the answer to the assignment they got from the previous class, even sometimes they don't do their assignment and do another assignment from another subject. But also I think this is because the teachers really rarely come out with the motivation to encourage students to learn like giving motivational words or making their classes more interesting for example give a warm up or whatever that can make students feel more interested in learning. | really interested in the class and get bored really easily, and the way the teacher responds to it is just nothing. Teachers really rarely come out with the motivational word or something that can encourage students to learn. | motivation to learn. | motivation to learn. |

| Name | Raw data | First open coding | The next open coding | Selective coding | Theme |
|------|----------|-------------------|---------------------|------------------|-------|
| P8 | From what I have observed, teachers use textbooks as media and do not make special media for related subjects for example in procedure text part,only explains how to arrange sentences so that they become coherent, they are not give some example by video or print out text maybe, so that students can better understand how to write procedure texts. | From what I have observed, teachers use textbooks as media and do not make special media for related subjects for example in procedure text part,only explains how to arrange sentences so that they become coherent, they are not give some example by video or print out text maybe, so that students can better understand how to write procedure texts. | I. The teacher only uses textbooks in teaching without trying to make some teaching media to support the teaching and learning process. | I. The lack of media in Teaching English | III. The lack of media in Teaching English |