

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the study as follows: research design, setting and context, participant, research procedure, instruments of the research and data collection.

3.1 Research Design

This research used a qualitative design that mainly aimed at analyzing teacher beliefs in speaking class. Besides, this research used qualitative design because this design emphasizes the observed of components such as humanism or individual and human behavior is an answer to the awareness that all the concerned with the substance of the meaning of these phenomena. Creswell (1998) stated that qualitative research is an inquiry process of understanding based on distinct and methodological traditions of inquiry that explore a social or a human problem. So, this research would ask the teacher to describe how the teacher performs teacher beliefs in speaking class.

3.2 Setting and Context

This study was conducted at IAIN Kendari especially class B Speaking lecturer and fourth students. It focused on the four semester of the academic of the academic year of 2018/2019. Teacher beliefs have been applied in their Speaking class when they were in the first semester. When the teacher applies teacher beliefs in the Speaking Class. The teacher uses several ways in learning

Speaking such as pictures, pair work, brainstorming, and video were the media that the teacher always used when teaching and learning in the class.

In learning based on speaking class projects, usually, the teacher would start the class with an interesting activity like story telling or the students would talk something to other students in the class. So, students would be enjoyed without stress to learning in the classroom. Other than that, there are several habits that teachers often does when starting an interaction with student such as firstly, the teacher was introduced a new vocabulary.

Secondly, the teacher would give an example of how to pronounce the new vocabulary, and the students would follow it. Thirdly, students would tell with their friends in pair work using new vocabulary that has been taught by the teacher. Next, students look for a new vocabulary. Last, the students will be briefly to tell about the vocabulary that obtained and the teacher would give the feedback on their achievement in learning speaking.

Therefore, based on the use of the teacher beliefs that has been applied in the classroom. this reasearch was conducted to see how teacher beliefs are applied when teachers does teaching and learning in the classroom. So, the use of the teacher beliefs method in the classroom makes students feel enthusiastic in participating in the learning process.

This is because the activities designed using the teacher beliefs method are suitable and fun learning strategies for students while studying in class, especially in the speaking class. Riley (2009) stated that if teachers and learners' beliefs match with each other, learning will be increased. It mines that when

carrying out the teaching and learning process in the classroom, the teacher must really understand the activities that match the students circumstances so that a match of character and principles when learning language in the classroom.

3.3 Participants

The participant of this study a lecturer from speaking and fourth students of class B fourth semester of English education at IAIN Kendari. This lecturer taught in the fourth semester speaking class. Not only in speaking class but also taught in several courses such as Speech and seminar on English language teaching, Curriculum and material development 1, Microteaching, Cross culture understanding, etc. Other than that, this study also used four students as supporting participants to validate the data obtained from the teacher so that it could strengthen every argument expressed by the teacher to the researcher.

Furthermore, this study only used four participants from students; 1 male and 3 females. This study uses participants from students because in this study, the arguments expressed by students were positioned as secondary data. It means that the arguments of the four students are only used to support the arguments expressed by the teacher. Where, in this research, the teacher used as primary data. Hence, in this study used some participant of lecturer and students to get the data.

3.4 Data Collection and Procedure

The reflection is investigated by asking some questions in the written form, it is a method that is used in gathering information especially in foreign language research. This is in line with (Brown, 2001) idea's that any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.

In this study, the researcher used several steps data collection methods used by the research to obtain the data about the implementation of teacher beliefs in speaking class. Further to observe data about how teacher performs teacher beliefs in class. In this presented study, the researcher used reflection to collect the data from the participant. In a reflection conducted by the researcher with the lecturer and four students in speaking class B fourth semester of English education in IAIN Kendari.

The reflection has been collected by using some steps as follows. The reflection was done by asking questions to the teacher and students in written form via Google form. So, when the participants want to answer the questions given by the researcher it would be very easy because the teacher could immediately write down the answers according to the questions in the question sheet section created by the researcher using Google form. Furthermore, the result of the reflection, the researcher would make a schedule in analyzing the result of the reflection. So, the researcher could obtain the data based on the result of the reflection conducted.

3.5 Instrumentation

The instrument used in this study is the main determinant in obtaining the research data desired by the researcher so that the instrument used must be in accordance with the objectives of the researcher in obtaining the data. So, this study used reflection to collect the data that could answer the question from the research question. Reflection is a characteristic of action research to the extent that this type of research can justly be characterised as reflective practice (Carr & Kemmis, 1986). Hence, in this reflection, the researcher focused on seven questions related to this study. The participants of this study answered those seven questions based on two indicators which are direct and indirect.

3.5.1 Direct

Direct is a treatment that occurs directly on an object. Kardi (2012) stated that direct learning is a learning model from teacher approach center. Thus, in applying direct learning, so teacher must demonstrated knowledge and skills to be trained to students gradually. Therefore, direct learning contains three points such as :

a. Lecture

The lecture is very important to support the achievements of a goal in the learning and teaching process in the classroom. Surjana (2007) said that leacture is a person who has a strategic role in planning activities to be carried out in class and impelement activities that have been planned for students, determined

and made decision with strategies that will be used with various activities in the class. So, this point at direct learning has the meaning that the researcher will see about the ways teachers in starting teaching in the classroom.

b. Giving directions

Giving directions is one way for teacher to direct and regulate students about activities carried out in the class so that learning objectives in the class can be achieved. Kirom (2017) stated that learning is an effort made by teachers intentionally with the aim of conveying knowledge by organizing and create a learning environment system with various methods so that students could learn activities more optimally.

c. Criticizing or justifying authority

Criticizing or justifying authority is something that is done by the teacher in providing feedback on student errors in completing the tasks given by the teacher. Hence, criticizing or justifying authority is behavior of teacher to students directly in the form of criticism and direction on the learning outcomes of students can have a positive effect (Tabrani, 1994).

3.5.2 Indirect

a. Accepting feelings

Accepting feelings is the teachers way of responding to each activity or student response in the class. Therefore, if students are able to respond well when learning, then the reconstruction of the thoughts and knowledge gained it will be easier to understand and be known by the teacher (Hosman, 2014). Other than that, the response activity is one of the benchmarks learning progress which start from observing, asking, trying, associate to the stage of communicating (Permendikbud No 81A, 2013).

b. Praise or encouragement

Praise or encouragement is giving praise or support to students when they are able to complete the tasks given by the teacher in the class. This is line with the argument of (Arifin, 1989) stated that feedback on students is the task of the teacher with give feedback or response such as a positive reaction given by the teacher to students in the form of thumbs up, nod of head to students so that the students become more active in learning in the class.

c. Accepting or using ideas of students

Accepting or using ideas of students is the ability of a teacher to accepted ideas from students and be able to develop these ideas. Therefore, a teacher needs to develop their creativity as effort of teacher in learning and teaching

process in the classroom. Slameto (2003) stated that creativity is related with the discovery of something that produces new something that already exists, so that the new thing may be an action or behavior in responding to students questions, etc.

d. Asking question

Asking question is a method used by the teachers in evaluating students learning abilities so that teachers can find out students achievements when learning in the classroom.

3.6 Data Analysis

In analyzing the data, the researcher used several steps such as collecting data, preparing data for analysis, coding the data and description to be used in the research paper. The researcher analyzed the data by coding. Therefore, when the researcher want to get the data in this study then the researcher will do many steps to get the data such as the researcher coded the teacher and students reflections to collect the data. After that, the researcher analyzing the data from the reflection by using direct and indirect leaning method. Then, the conclusion was presented systematically. Therefore, it was used to organize and interpret the data to underlying messages to become clearer to be complete research. The kind of coding data is used to do a description to be used in the research paper.

In coding the data, there are many kinds of coding in qualitative research but in this present study, the researcher used Coding. Other than that, coding

technique is a technique is quite popularly used by researchers in processing the data because in addition to being able to process data accurately, using coding techniques is also a fairly simple way of processing research data, Thus, using coding techniques in processing research data can make it easier for researchers to achieve a goal of the research itself. It's similarly with the argument of (Braun & Clarke, 2006) stated that coding is a way to analyze the data to identify patterns or to find themes through data that has been collected by the researcher (Braun & Clarke, 2006). Therefore, to find out the coding technique used I this study, it can be seen in table 3.6.1 next page

Tabel 3.6.1: Example of data coding

No	Type	Goal	Teacher Reflection	Code
1	Lecture. C1	Teacher beliefs help teacher to know about what steps have to do by the teacher when teaching and learning in class. C1	T: Brainstorming in a variety of ways, depending on the situation such as linking current material with past material. Sometimes, also watching videos and followed by questions to make students not only watch alone, but think about the questions asked by the teacher.	C1
2	Giving directions. C2	Teacher beliefs gives teachers an understanding of how best to respond to students when asking question.	T:One of the ways I often do when responding to student questions is to always give suggestions to practice speaking English and Reading a book.	C2

		C2		
3	Criticizing or justifying authority. C3	Teacher beliefs helped teacher in developing students knowledge by giving criticism. C3	T:I always give appreciated to students when they have done to work the assignment and I also sometimes give criticism in a way.	C3
4	Accepting feelings. C4	Teacher beliefs is a good method for teacher to approach learning to students. C4	T:The teacher always keep motivation the students and give a solution by suggesting many things can help them.	C4
5	Praise or encouragement. C5	Teacher beliefs gives teacher an understanding about how to prise the students. C5	I praise and provide verbal and nonverbal reinforcement, I do this because students feel happy when given reinforcement and it makes them even more enthusiastic about learning.	C5
6	Accepting or using ideas of students. C6	Teacher beliefs can make teacher more creative in teaching. C6	T:When the students don't understand about the material so I tend to give the explanation in a different context so they understand better.	C6
7	Asking question. C7	Teacher beliefs can help teacher to know about the ability os students. C7	T:I will give questions, the goal is to increase students concertation on the topic being studied to feel the sharpness of students ideas, make students think.	C7

Notes :

-  = Lecture
-  = Giving direction
-  = Criticizing or justifying authority
-  = Accepting Feelings
-  = Prise or encouragement
-  = Accepting or using ides of pupils
-  = Asking questions

Coding analysis (Braun & Clarke, 2006) was the way using by the researcher to get data so that the researcher could find the accurate results from the data. Since this is a qualitative analysis, there is no definite answer to the question of what proportion of the data set. Each type has a different code so that it could be distinguished between one code and another.

The code of each type had given the initials C. In the first type, the sign of the code was C1 and so on. Meanwhile, the name of the participant of this study was not displayed because the researcher maintained their privacy. Therefore, the names of participants in this study were disguised with the initials T. Besides, based on the example of coding above, the researcher used many various of color to collected the data. One of the reasons of the researcher giving different colors when doing the coding process of research data is aimed at making it easier for researchers to carry out data analysis processes so that researchers can process or analyze research data optimally.