

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This study was designed to find out what types of strategic competencies used by the teacher in teaching eEnglish and which types of strategic competencies are dominantly used by the English teachers when use in communicating with their students at SMK Bina Banua. The data used for analysis is verbal communication. Before taking data, I followed several important conditions suitable for research such as systematic, planned and scientific steps.

The researcher carried out a descriptive qualitative approach to this research, more specifically class discourse analysis. Qualitative research is a type of scientific research that seeks answers to questions from the perspective of the local population involved (Denzin, 2000). Therefore, I do not use numerical statistics, but I am most concerned with how teachers interact verbally with their students and how they use strategi competence in their conversations.

The activities I do to collect data are observation and video documentation of conversations between the teacher and students and observing their appearance. Observations were made to find out what types of strategic competencies used by the teacher in teaching English and which types of strategic competencies are dominantly used by the English teachers. I focus more on teachers' speaking because the success of the class depends on the way the teacher teaches. Previously, research should have been done in speaking classes. Conversation topics are based on the lesson plans that the teacher will teach. I kept recording the day and then copied it. Finally, I provide an interpretation of the competency strategies

that teachers use in communicating with their students by looking at each speech transcription. I use Tarone's (1990: 39) as my learning framework.

In this study, researchers describe the results of the researchers based on the data. Descriptive qualitative is used to determine the strategic competencies used by English teachers at SMK Bina Banua Banjarmasin. I use Tarone's theory (1990: 39).

## **B. Research Setting**

The researcher conducted the research at SMK Bina Banua Banjarmasin, especially class X Akt 1 and X Tkj 1. located on Jl.Pramuka No. 17, Pemurus Luar, Kec. East Banjarmasin., Banjarmasin City, South Kalimantan 70654.

The reason why I chose a place at SMK Bina Banua Banjarmasin to be examined, because first, I was PPL there, because when I was PPL I saw that the teacher was very active without knowing whether the student or students understood what he explained, because I saw there those who understand and some who don't. Therefore, I am interested in researching at SMK Bina Banua Banjarmasin and want to know what types of strategies the teacher uses in the teaching and learning process in the classroom. Meanwhile, the time for finishing this research was on January-February 2020 as describe at table 3.1.

Table 3.1 The Schedule of Research:

<b>Date/day</b>	<b>Meeting</b>	<b>Activity</b>
January, 16-17, 2020	1	Observation and video documentationat class X Akt 1 and X Tkj 1
January, 23-24, 2020	2	Observation and video documentation atclass X Akt 1 and X Tkj 1
January, 30-31, 2020	3	Observation and video documentation atclass X Akt 1 and X Tkj 1
February, 6-7, 2020	4	Observation and video documentation atclass X Akt 1 and X Tkj 1

February, 13-14, 2020	5	Observation and video documentation atclass X Akt 1 and X Tkj 1
February, 20-21, 2020	6	Observation and video documentation atclass X Akt 1 and X Tkj 1

### **C. Subject and Object of Research**

#### 1. Subject of the Research

The subjects of the research were two English teachers, namely class X Akt 1 and X Tkj 1 at SMK Bina Banua Banjarmasin.

#### 2. Object of the research

The object of the research is what types of strategic competencies used by the teacher in teaching English and which types of strategic competencies are dominantly used by the English teachers at SMK BinaBanua Banjarmasin.

### **D. Data and Souch of data**

The data in this research were collected by researcher from in-depth observation and video documentation with English teachers about what types of strategic competencies used by the teacher in teaching English and which types of strategic competencies are dominantly used by the English teachers during the teaching and learning process, because they function as support to find out what type of strategy is meant. used by English teachers at SMK Bina Banua Banjarmasin.

The source of data of this research is about the types of strategic competencies used by English teachers and the types of strategic competencies that are more dominant in use by English teachers in the teaching and learning process in the classroom. To complement the

primary data, this study also collected supporting data in the form of a description of the condition of students and the classroom environment.

## **E. Technique of Data Collection**

To obtain the valid data and answer two research questions, the researcher used two kinds of data collection technique; observation and video documentation

### **1. Observation**

Observation is direct observation, direct observation, namely by seeing or observing the teacher who is teaching in the English class. In this study, researchers came to class to observe what types of strategic competencies used by English teachers and which types of strategic competencies are dominantly in use by English teachers during the teaching and learning process. When the researcher made observations, the researcher only observed and examined two classes, namely class X Akt 1 and X Tkj 1. Because class X Akt 1 and Tkj 1 teachers are teachers who are diligent in teaching English and trying to avoid communication problems during lessons. Observations were made in 6 meetings during the teaching and learning process to determine the types of strategic competencies used by English teachers and which ones they used the dominantly and in the teaching and learning process.

### **2. Video Documentation**

The researcher settled camera video in the best position during teaching-learning process, while the researcher walked around the classroom to take notes on the teacher - students interaction which might not recorder in camera. It was done to make sure that there was no something missing to be analyzed. That was why the researcher put number to the back of each student, because it was easier for the researcher in analyzing the students'

responses of teaching learning activity. The use of documentation technique also revealed the teacher's performance in teaching and the classroom situation during the lesson.

## **F. Data Analysis**

In this study, the researcher analyzed data from the results of observations and audio recordings made during the learning process, the researcher was to answer research questions about what types of competency strategies were used by the English teacher and which one was more dominant for the English teacher. Data analysis is a process that emerges as researchers gain insights into the development of studies when they compare and synthesize data and analysis. Qualitative analysis is also an inductive process, which means that many small pieces of data are collected and gradually combined or linked together to form a broader range, a more general description and conclusion. In qualitative research, data analysis and data collection usually occur simultaneously (Creswell, 2008). Qualitative data analysis activities are carried out continuously until the research problem is answered (Miles & Huberman, 1994). The steps to analyze it are as follows:

### **1. Data Reduction**

In this stage, the researcher collected all data from observations and audio recordings. Then discard or reduce unnecessary data, analyze what types of competency strategies are used by English teachers and which are more predominantly used by English teachers.

### **2. Data Display**

Data display is a process to present the data. After organizing and arranging the data into some classification, the researcher reports the data in words or narrative form. It is supported by Miles and Huberman who said that the most frequent form of the display data for qualitative research data in the past has been narrative text.

### 3. Conclusion/Drawing

After doing data reduction and display data the next step was conclusion drawing or verification. This step made sure the truth data. The data had to be valid and can be responsible. Then, there search was concluded by rechecking the data. After data were analyzed, the result was written in narrative form as a report of the research.