

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research used a descriptive qualitative approach. Descriptive qualitative research is an attempt to uncover facts or phenomena (Arikunto, 2014). It used case study methods. Case study method aims to analyze the activity, process, a group of people or individual through obtain the detail data involving various source information (Rianto, 2020, p. 6). Single case study model used because this study focus on the teachers' difficulties and only conducted in SMKN-PP Pelaihari.

#### **B. Research Setting**

This research was conducted on March-April 2022 in SMKN-PP Pelaihari, Tanah Laut, South Kalimantan. The school is not located in an urban area so the infrastructure and learning readiness are less compared to vocational schools in an urban area.

In addition, the school expertise competency programs are rarely available in public vocational schools, so that research is rarely carried out related to schools with these expertise competency programs, especially about English language learning. The expertise competency programs in this school are Animal Health, Poultry Agribusiness, and Ruminant Agribusiness. The research on languages in these expertise programs is very interesting due to there are a little number of study that concerned about these expertise programs.

#### **C. Participants**

The subject of this study was two English teachers at SMKN-PP Pelaihari. The English teachers were class X teachers in each expertise competency programs.

#### **D. Data**

The primary data in this research was the interview result about teachers' difficulties in English learning process related to students' condition, method, strategy, materials, facilities, and technology. The research used result of observation of teachers' and students' interaction in the classroom such as students' respond to the teacher's explanation, the teacher's way in explaining material to students, the teacher's way in using technology to support learning, classroom situation during learning process, audio recording, and so on as secondary data.

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

The research needs to choose the relevant data collection technique and instrument to obtain the objective data. The research techniques as a way to collect data will describe as follows:

##### **1. Interview**

To obtain accurate and objective information, each interviewer must be able to create a good relationship with the interviewee (Margono, 2010). It used in-depth interviews with English teachers who involved in the study to obtain the research information. The researchers used structured interview where researchers have prepared written questions. The question will be about the teachers' difficulties in teaching English for vocational high schools related to students' condition, method, strategy, materials, facilities, and technology. The interview guideline arranged based on the several previous interview which modified to fit with the information needs by the researcher.

##### **2. Observation**

Scientists can only work based on data, namely facts about the real world obtained through observation (Sugiyono, 2010, p. 310). This research used passive participation observation. In this case, the researcher came to the research location but did not participate in the activity. The observation guideline arranged based on the several

previous studied which modified to fit with the information needs by the researcher.

### 3. Documentation

As research reinforcement, the researcher used all written or audio evidence such as archives of interview result, observation result, and audio recording of the teachers' difficulties in English during the learning process.

## **F. Data Analysis**

Based on Sidiq and Chairi, data analysis is a working activity with data, organizing data, sifting into units, discovering what is important and learned and deciding what to tell others (Sidiq & Chairi, 2019, p. 59). Data analysis was carried out before the field, during the field, and after finished in the field. In qualitative research, data analysis is more focused during the field process along with data collection (Sugiyono, 2010, p. 336). The activities in qualitative data analysis were carried out interactively and conducted continuously to completion, so that the data was saturated. A measure of data saturation is characterized by no longer obtaining new data or information.

The researcher analyzed the data while the research was conducting continuously. It minimized the situations or contexts are not recorded and the researcher forgets to appreciate the situation, so that various related things can turn into meaningless fragments. Therefore, data collection work for qualitative researchers must be directly followed by writing, editing, classifying, reducing, and presenting work.

The qualitative data analysis of the Miles and Huberman model consists of 3 (three) stages:

#### 1. Data reduction

Data collection has number of analytical steps. There are summarize data on direct contact with people, events and situations at the research field, coding, making objective notes, making reflective notes, making marginal notes, data storage, memo making,

analysis between location, and making a temporary summary between locations.

In this research, there were several steps. First, the researcher made transcription of interview result. Second, researcher decided coding of the transcriptions for each item related to teachers' difficulties in English learning process at vocational high school. In coding the transcriptions, the researcher uses R, D, S, and I. "R" stands for Researcher, "D" stands for Difficulty, "S" stands for Solution, and "I" stands for Informant. Finally, the researcher selected the data related to the research topic.

## 2. Data Display

At this stage, the researcher was mostly involved in the presentation of the previously collected and analyzed data. Data display was directed to make the reduced data organized and arranged in a relationship pattern. The researcher tried to compile relevant data to make it becomes information that can be concluded and has a certain meaning.

Displaying data, making connections between phenomena to interpret what happened and what needs to be followed up to achieve the research objectives can finish the process. In this step, the researcher displayed the data about student teachers difficulties in English learning process at vocational high school into table of interview result and short description of observation result.

## 3. Data Verification

The next step is drawing conclusions based on the findings and verifying the data. As explained, the initial conclusions put forward are still temporary and will change if the evidence is found to support the next stage of data collection. This process of obtaining evidence is data verification. In this step, the researcher concluded all of the data obtained of the teachers difficulties in English learning process at vocational high school and related it with the theory.