

## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

This study employed a qualitative descriptive research design. Data were collected using two instruments, namely a questionnaire and interviews. The questionnaire was used to obtain general information regarding students' perceptions, while interviews were conducted to gain deeper and more detailed insights related to the research focus. The use of both instruments aimed to strengthen the credibility of the data through technique triangulation.

Descriptive qualitative research is a methodological approach that emphasizes the detailed, in-depth description of phenomena as experienced by participants, relying primarily on qualitative data such as interviews, focus groups, and open-ended surveys to capture rich, contextual narratives without imposing preconceived frameworks or extensive theoretical interpretations. This method prioritizes thematic analysis to identify patterns and meanings directly from the data, allowing researchers to explore subjective experiences, such as students' perceptions in educational settings, by coding and categorizing responses to reveal commonalities and nuances (Furidha, 2024).

This study is expected to provide in-depth insights into an analysis of teaching strategies on students' English language learning at MTsN 1 Kota Bengkulu.

## B. Population and Sample

### 1. Population

The population in this study consist of all the ninth-grade students at MTsN 1 Kota Bengkulu. There are 176 enrolled students, divided into five classes: 9A, 9B, 9C, 9D and 9E. The distribution of students in each class is presented in the following table.

**Table 3.1**  
**Research Population**

No.	Class	Male Students	Female Students	Total Students
1	9A	0	35	35
2	9B	14	21	35
3	9C	20	16	36
4	9D	15	20	35
5	9E	20	15	35
<b>Total</b>		<b>69</b>	<b>107</b>	<b>176</b>

### 2. Sample

This study employed purposive sampling technique which involves selecting samples based on specific criteria that align with the objectives of the research. Out of the five available classes, namely 9A to 9E, 9C was chosen as

the sample for the study. The selection of this class was based on the consideration that it has the largest number of students with an even total, making it more representative and facilitating the distribution and analysis of the questionnaire data. The remaining four classes were not selected as they did not meet this criterion.

### **C. Research Instrument**

In this qualitative study, uses three kind of instrument such as interviews, and documentation. The following instrument will be utilized:

#### **1. *Semi-structured Interview***

Semi-structured interviews will be conducted with teachers to gather in-depth insights into their experiences and perceptions regarding teaching strategies and language learning. Semi-structured interviews are a qualitative data collection method that combines elements of both structured and unstructured interviews. In this approach, the researcher prepares a set of open-ended questions to guide the conversation while allowing for flexibility in the discussion. This format enables interviewers to explore specific topics in depth while also encouraging participants to share their thoughts and experiences in their own words. The semi-structured nature of these interviews allows for the emergence of new themes and insights that may not have been anticipated in the initial questions. This method

is particularly useful in educational research, as it facilitates a deeper understanding of participants' perspectives, motivations, and experiences related to the research topic. By balancing a predetermined framework with the freedom to explore, semi-structured interviews provide rich, nuanced data that can enhance the overall quality of qualitative research. To ensure the validity and reliability of the interview questions, the instrument was validated by one of my lecturer, Yashori Revola, M.Pd. Yashori Revola, M.Pd, reviewed the questions for clarity, relevance, and alignment with the research objectives, and provided feedback for necessary revisions. This process helped to refine the instrument, ensuring that it accurately captures the data required for the study.

## **2. Questionnaire**

In this study, a Likert scale questionnaire or closed-ended questions were used as structured tool used in research to collect data from respondents. It consists of a series of questions designed to gather information relevant to the study's objectives. In essence, the questionnaire instrument serves as the medium through which researchers systematically obtain data about participants' opinions, behaviors, experiences, or characteristics. It is carefully designed to ensure clarity, relevance, and reliability, enabling consistent and valid data collection. In this

qualitative research, a questionnaire instrument with close-ended questions is designed to collect focused and specific information while still supporting the exploration of participants' perspectives. Although qualitative studies typically emphasize open-ended responses, close-ended questions can be used to categorize or clarify certain aspects of participants' experiences, attitudes, or behaviors. These questions provide predefined response options, which help in organizing data and identifying patterns, while follow-up open-ended questions may be included to allow participants to elaborate on their answers. This combination facilitates a structured yet flexible approach to understanding the research phenomenon.

The questionnaire used in this study was also reviewed and validated by Yashori Revola, M.Pd., Yashori Revola, M.Pd, assessed the clarity, relevance, and structure of the questions to ensure that they effectively measure the research variables and are easily understandable by the respondents. Feedback provided by Yashori Revola, M.Pd, was used to refine and improve the questionnaire, ensuring its suitability for the study's objectives.

### **3. Documentation**

Documentation is a method that involves the systematic collection and analysis of existing documents and records to gather information relevant to a research

study. This additional data includes photos and videos taken during process to show student interactions and the classroom atmosphere, interview recordings with teachers that provide insights into their experiences with the learning process, and photos of the completed questionnaires filled out by students to measure their motivation and engagement in learning. The collection of this data helps provide a more comprehensive picture of the research, enriches the analysis of the main data, and strengthens the validity of the research findings teaching strategies on students' English language learning.

#### **D. Data Collecting Technique**

Data collection in this study aims to answer the research questions in depth and comprehensively through the use of primary instruments, namely questionnaires, teacher and student interviews, observations and field notes, and questionnaires, carried out through systematic steps as follows:

1. Interviews with English teachers involved in the learning process. The interviews conducted face-to-face interviews to explore the experiences, and perceptions of teachers regarding the teaching strategies. The interviews will consist of open-ended questions designed to elicit detailed responses, allowing participants to express their thoughts freely while also providing the researcher with the

flexibility to explore emerging themes. This will facilitate a deeper understanding of how specific teaching methods impact students' language acquisition and engagement. Detailed notes will be taken, and interviews may be recorded to ensure that all information provided can be revisited.

2. Distribute questionnaires to students will be conducted using a structured rubric that focuses on key aspects for gathering the information from to students towards their experiences. The instrument used is a closed-ended Likert scale questionnaire. The data obtained includes the level of student motivation and their perceptions of teaching strategies employed in English language learning.
3. Documenting the activities through photos, videos, or notes. The researcher will examine relevant documents related to the research topic. The data obtained consists of visual and audio evidence of research process.

The data obtained through these systematic steps and research instruments can be presented in the following table:

**Table 3.2**

***Overview of Instruments, Data Collected, and Findings***

<b>Types of Data</b>	<b>Instrument</b>	<b>The Data Obtained</b>
Teachers' perceptions	Interview	Teachers' experiences,

		views, and perceptions
Student engagement	Questionnaire	Students' experiences and perceptions on teaching strategies employed
Evidence of Implementation	Documentation	Photos, videos and recording documents

#### **E. Data Analysis**

In this study, two data collection techniques were employed to obtain comprehensive and relevant information regarding the teaching strategies used by the English teacher on students' English language learning at MTsN 1 Kota Bengkulu:

The data collected from questionnaires were processed through tabulation, percentage calculation, and descriptive statistical analysis to obtain a clear picture of students' perceptions.

The initial stage of analysis began with assigning scores to each response in the questionnaire. Each category in the Likert scale was assigned a specific weight, namely "Strongly Agree" (4), "Agree" (3), "Disagree" (2), and

“Strongly Disagree” (1). The mean value was calculated by multiplying the weight by the frequency of responses, then summing the results across all items.

Furthermore, the percentage of students’ responses was determined using the formula proposed by Gay (2012) to provide a quantitative representation of the distribution of respondents’ answers.

$$P = \frac{F}{N} \times 100$$

Explanation:

**P** : Percentage of responses

**F** : Number of students who selected a specific option

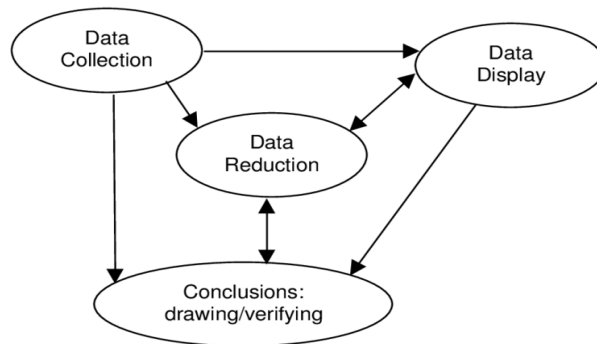
**N** : Total number of respondents

After the tabulation process was completed, the data were then presented in systematically arranged tables to facilitate the reading and interpretation of the results. The percentage of each response was analyzed by referring to the interpretation categories adjusted to the Likert scale, based on the guidelines proposed by Creswell (2004).

**Table 3.3**  
**Interpretation Data**

PERCENTAGE RANGE	INTERPRETATION
0 %	None
1-25 %	A Small Portion
26-49 %	Nearly Half
50 %	Half
51-75 %	A Large Portion
76-99 %	Almost All
100 %	All

The data analysis technique in this study refers to the qualitative framework proposed by Çelik, Başer Baykal, and Kılıç Memur (2020), which emphasizes a systematic and reflective process in identifying, organizing, and interpreting qualitative data. The analysis process was carried out through four main stages: data collection, data reduction, data display, and conclusion.



**Figure 3.1**  
**Qualitative Analysis Technique**

The data analysis technique in this study adopts a qualitative analysis approach developed by Miles and Huberman. To present data in an easily understandable manner, the steps of data analysis used in this study are based on the interactive model by Miles and Huberman.

#### 1. Data Collection

In this stage, data were collected through semi-structured interviews, and questionnaires. All data were documented, transcribed, and organized systematically to ensure that the information gathered was complete and relevant to the research objectives.

#### 2. Data Analysis

The researcher reviewed and coded all the transcribed data to identify meaningful units and eliminate irrelevant information. The coding process

involved labeling important statements and grouping them into categories or themes that represented the main ideas emerging from the data.

### 3. Data Display

The reduced data were then organized into thematic tables and matrices to help visualize patterns, relationships, and trends within the data. This step allowed the researcher to interpret the participants' perceptions, behaviors, and learning experiences more clearly.

### 4. Conclusion

In the final stage, the researcher interpreted the themes and drew conclusions that addressed the research questions. The findings were verified through member checking and data triangulation to ensure credibility and trustworthiness. This process provided a deeper understanding on analysis of teaching strategies on students' English language learning.