

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the research methodology used by the researcher, includes research design, research setting, data sources, data collection method, data analysis, research procedure and triangulation.

A. Research Design

Research design is the procedures of research that involved data collection, data analysis and report writing. In this research the researcher chooses qualitative descriptive method as the research design. Qualitative research is a research method where the researcher is investigating a problem and build a thorough understanding of a key phenomenon (Creswell, 2014). However, according to Lambert and Lambert (2012), descriptive qualitative tends to draw a naturalistic inquiry, which claims to be committed to examine subjects as closely as possible to their natural states within the limits of the research field. Comprehensive summaries of particular experiences that people or groups of individuals have encountered in daily language are the aim of qualitative descriptive investigations.

This design is relevant with Fraenkel et al. (2006) who defines one of the characteristics of qualitative study is interested in how things occur. Nassaji (2015) adds that the goal of descriptive research is about to describe a phenomenon and its characteristic and this research focuses on what happened than on how or why it occurred.

Based on the explanation above, the researcher chose descriptive qualitative as a methodology. The researcher wants to conduct a detailed study

and describe thoroughly about how the problem and the factors causing speaking problems occur among students. These factors and problems cannot be symbolized using numbers or simply explained in general, but need to be explained in detail and in more depth. Thus, the researcher uses observation, questionnaire, and interview to gain important information about the problems and the factors that occur among students.

B. Research Setting

This research was conducted in SMK PGRI 2 Kota Kediri that located in Jl. KH. Abd Karim No.5, Bandar Lor, Mojoroto District, Kediri Regency, East Java 64117. There are seven skill competency majors in SMK PGRI 2 Kota Kediri, including Multimedia, Agribusiness of Food Crops and Horticulture (*Agribisnis Tanaman Pangan dan Hortikultura*), Agribusiness Processing Agricultural Products (*Agribisnis Pengolahan Hasil Pertanian*), Online Business and Marketing (*Bisnis Daring dan Pemasaran*), Automation and Office Governance (*Otomatisasi Tata Kelola Perkantoran*), Institutional Accounting and Finance (*Akuntansi dan Keuangan Lembaga*), and Cullinary art (*Tata Boga*).

In order to conducted the study, the researcher only chose the Office Management Administration 10th grade academic year 2024/2025 which consist of 34 students and one EFL teacher. However, the researcher only chooses 10 students as the research sample to be interviewed.

The reason why the researcher chose this class as the participant of this research is based on the job prospect for this major. In the field of work, these students could be a junior secretary, human resource development, front

officer, and other jobs related to administration, which in professional scope requires to present opinion or argument towards something to other people. Therefore, the researcher thinks that giving opinions is essential for them because it provides students with knowledge of how to present their opinions to other people properly.

C. Research Subject

In this study the source of the data is from the primary sources. The data collected through an observation, interview, and questionnaire. Fraenkel et al. (2006) defines primary sources as a document created initially or a description of a study written by the researcher that includes first-hand information. Since the study's data are factual rather than interpretive, it is more valuable than secondary research. In this research the primary data sources are the students of 10th grade Automation and office governance (*Otomatisasi Tata Kelola Perkantoran*) and an EFL teacher. The data were obtained through an observation, questionnaire, and direct interview to get detailed informations about students' speaking problems.

The researcher determined the characteristics of the participants selected in this study, including that they were 10th-grade MP (*Manajemen Perkantoran*) students. This is done for the reasons mentioned previously, namely that the future job prospects of this department will involve frequent meeting and even presenting their opinions to the public. For this reason, researcher chose this MP department. Second, because the future job prospects of MP majors require them to meet and present their opinions to many people.

These majors are trained daily to present their opinions so that when they enter the professional field they are used to this.

D. Data Collection Method

Creswell (2014) explains that in qualitative research data, collecting the data is used to gather information from research participants and create protocols for the study's ongoing completion. To collect data required, the researcher used instrument as it follows:

1. Observation

Observation is the process of studying people and places during a research assignment to obtain unstructured, first-hand information. By conducting an observation, the researcher could obtain information as it occurs in a setting, study an actual behavior, and study individuals who have difficulty verbalizing their ideas.

In this study, as stated previously the researcher becomes a nonparticipant observer who is not involved in class activities. According to Creswell (2014), a nonparticipant observer is an observer who visits a location and takes notes without participating in the participants' activities is known as a nonparticipant observer. The role of a nonparticipant observer is watching and recording the event that is being studied. The researcher did not take part in teaching and learning activities and just sat behind the class while recorded everything that occur during the class.

In this research, the researcher as a non-participant observer conducted an observation directly at SMK PGRI 2 Kediri to observe how the teaching and learning process take place. The researcher did not

involve in the learning process and by the end of the observation the researcher continued to the next steps which are questionnaire and interview.

2. Questionnaire

According to Gay et al. (2012), a written set of self-report questions that are intended to be completed by a chosen group of study participants is called a questionnaire. With the use of questionnaires, the researcher can quickly and efficiently gather a lot of data. Moreover, Creswell (2014) divides the questionnaire into two types viz, open-ended questionnaire and closed-ended questionnaire.

In this research, the researcher used an open-ended questionnaire to gather the data. Researcher distributed the questionnaire to all the students of 10th grade of Automation and Office Governance (*Otomatisasi Tata Kelola Perkantoran*) which contains several open-ended questions about speaking problem and factors causing speaking problem. The researcher used open-ended questionnaire because the researcher wanted to know about the major factor and the problem in speaking in general, however to find out the extent of the problems and factors, researcher used interview.

3. Interview

According to Creswell (2014), an interview is when the researcher asks the participants of the study with open-ended questions, and their answers will be recorded. However, Gay et al. (2012) defines an interview as a planned conversation where one person asks another for information. Researcher can receive important information from interviews that they

cannot obtain from observation alone. However, combining observations with interviews is a useful method of gathering complementing data.

In line with Gay's definition of an interview, the researcher wants to discover the reason why the students faced the speaking problem and what factors caused speaking problems. Thus, the researcher conducts a one-on-one interview with 10 students as the subject of the study. Based on Creswell (2014), in a one-on-one interview, the researcher asks questions and documents responses from just one study participant at a time to collect data. The researcher asked the students with open-ended questions so that the participants could express their experience as fully as possible and are not limited by any perspective of the researcher.

In this study, the researcher carried out a structured interview and used interview guidelines to obtain the data. Not only interviewing the students, the researcher also interviewed one of the EFL teacher who usually teach in 10th grade MP. The participants were selected using purposive sampling by choosing the students who have highest score, average score, and lowest score in speaking. Therefore, the researcher could gain the data about the teaching strategy that in EFL class and extent information about students' speaking problems and factors causing the speaking problem.

E. Data Analysis

According to Creswell (2014), there are six interrelated steps in analyzing and interpreting data as stated below:

1. Prepare and organize the data for analysis

The researcher used a descriptive qualitative analysis technique to analyze the data obtained from observation, questionnaire, and interview, mainly focusing on descriptions that generated written words as data to describe the research findings thoroughly.

This step includes transcribing interviews, optically scanning materials, typing field notes, cataloging all visual material, and classifying and organizing the data into various categories based on the information sources. All observation notes, including those from observations and interviews, first be typed by the researcher. In order to create an analysis of the teacher's teaching strategy based on the data record, the teacher's teaching strategy also recorded.

2. Explore and code the data

Reading over the data to have a general idea of it allows qualitative researcher to perform an initial analysis of the data. Coding is the process of distilling descriptions and themes of individuals, locations, or events from a text or image database. It entails going through the text database line by line, figuring out what the participant is saying, and then giving the text segment a code label.

This step gives a broad overview of the data and a chance to consider its main idea. The researcher read and understood all of the data transcriptions, including the student questionnaire, the interview transcription, and all of the observation notes.

3. Coding to build description and themes

Then, codes are employed to create descriptions of individuals and locations. According to Soraya (2020), the technique of categorizing the data is called coding, and it involves bracketing text or image segments or pieces of data and writing a word that represents a category in the margins. At this step, the researcher tried to organize or categorize the data into two major factors that caused the problem.

4. Represent and report qualitative findings

The results of qualitative research are often presented visually in the form of charts, graphs, comparison tables, and demographic tables. They present their findings in narrative discussions that take many different forms, including questions, chronologies, and commentary on any changes that the participants go through.

At this step the result of previous steps described as details as possible in order to present a descriptive study about factors causing speaking problem and the speaking problem. The data were displayed in describing paragraph and table.

5. Interpret the Findings

Qualitative researchers judge the significance of the study based on the reporting and representation of their findings. This interpretation includes presenting one's own opinions, drawing parallels between the findings and existing research, and recommending restrictions and additional study.

6. Validate the accuracy of the findings

Qualitative researchers frequently used validation techniques including member checking, triangulation, and auditing to verify the veracity of their findings. The purpose of validation is to obtain proof of the accuracy of the data in the qualitative report from participants, outside reviewers, or the data sources themselves.

In this study, the researcher used triangulation to examine the data that has been obtained. The researcher chose data triangulation and theory triangulation to check the data and the theory used in this study.

F. Research Procedure

In this study, the researcher carried out some steps to conduct the research. As stated above, to obtain the data the researcher conducted observation, after that the researcher distributed questionnaires and did a one-on-one interview to gain in-depth information from the participants. The research procedures are stated as follows:

1. Based on the criteria that have been decided by the researcher, at this study the participants of this study are the students of X-MP of SMK PGRI 2 Kediri.
2. Arranged legal permits for schools to conduct research within the school environment.
3. The researcher gave a brief explanation to the EFL teacher to teach the students about giving opinion using his strategy.

4. The researcher observed the teaching and learning activity while the researcher recorded and took notes of everything that happened during the teaching and learning process.
5. When the time teaching and learning activity almost ended, the researcher distributed the questionnaire to the students.
6. The researcher conducted a one-on-one interview with students and EFL teacher in other day.
7. Analyzed and categorized all the data from observation, questionnaire, and interview. Below is the formula that the researcher used to calculate the percentage of students that responded to the questionnaire.

$$P = \frac{f}{n} \times 100\%$$

P = Number of Percentage

f = Obtained Value

n = Total Number of the Sample

8. Drawn conclusion from the data analysis.

G. Triangulation

Based on Creswell (2014) triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research

Based on Denzin (1989) as cited in Fusch et al. (2018), there are four types of triangulations, such as data triangulation can be used to correlate people, time, and space; investigator triangulation can be used to correlate the

findings of multiple researchers in a study; theory triangulation can be used to use and correlate multiple theoretical strategies; and methodological triangulation can be used to correlate data from multiple data collection methods. However, the researcher used theory triangulation and data triangulation to examine the data that has been obtained. The researcher checked the data to the same source with data triangulation because the researcher gained various types of the data from the participant.