

CHAPTER III

RESEARCH METHOD

In this chapter, the writers presents research design, subject of the study, location of the research, instrument of the research, data collection method, and data analysis.

A. Research Design

This study is conducted to get information concerning some problems, which are usually faced by the students, especially their problems in improving speaking ability. The researcher is using descriptive qualitative because the researcher wants to describe some problems which are usually faced by students and their efforts to improve their speaking ability. Qualitative research is descriptive. That is chosen because there is no treatment in this research. Creswell (2007) states "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem". It can be said that qualitative research concern two main points either social or human problem.³¹ It is called descriptive because it is different from other research like quantitative which focused in specific, detail,

³¹J.W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (2nd ed)* (Thousand Oaks, CA: Sage, 2007).

and explicit which used measuring statistic.³² The data collected is in the form of words of pictures rather than number.³³

B. The Subject of the Study

The subject of this research is the students at the fourth grade of Gontor 5 Putri Islamic Boarding School and the English teacher. The researcher took 50 students for questionnaire and 12 students for interview. The subject are chosen because the researcher wants to get information about the problems and solutions in improving their speaking ability.

C. Location of the Research

The researcher chooses Gontor 5 Putri Islamic Boarding School as the location of the research. Gontor 5 Putri is one of branch Modern Islamic Boarding School in East Java. It is located in Dusun Bobosan, Desa Kemiri, Kecamatan Kandangan-Kediri, East Java.

D. The Instrument of the Study

The use of instrument is depending on the data source and statement of the problem. There are three instruments in this study. They are questionnaire, interview, observation list, and documents.

³² Nur Chofifah, *The Problems Faced by English Department Students of STAIN Kediri in Getting A Good TOEFL Score*, unpublished thesis faculty of Education English Department STAIN Kediri, 2008, p 24.

³³ Sugiyono, *Memahami Penelitian Kualitatif* (Bandung: CV Alfabeta, 2014), p 9.

1. Questionnaire

Questionnaire is a technique to report data-collection by giving a set of question or written question to respondent.³⁴ The researcher uses questionnaire to get information about the problems and feeling of research participants. In other words, according to Burke, researcher attempts to measure many different kinds of characteristics using questionnaire.³⁵ There are two kind of questionnaire used, those are close-form questionnaire and open-form questionnaire.³⁶ The close-form questionnaire that call for short, check responses are known as the restricted, or close-form type. They provide for asking a yes or no, a short response, or checking an item from a list of suggested responses. The open-form questionnaire, or unrestricted, type of questionnaire calls for a free response in the respondent's own words. The researcher mixes both of them to get the information in detail. The questionnaire is written in Indonesia to avoid misconception and misunderstanding.

2. Interview

Interview is the instrument that is used in this research. It can be characterized in terms of their degree of formality and most can be placed on a continuum ranging from unstructured through semi structured to

³⁴ Sugiyono. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007), p 199.

³⁵ Johnson, Burke. *Eduactional Research: Quantitative, Qualitative, and Mixed Approaches* (America: 2004), p 164.

³⁶ John, W Best. *Research in Education Fourth Edition* (New Jersey: Prentice-Hall, INC, 1981), p 168-169.

structured.³⁷ According to Esterberg, interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic.³⁸ According to Ary, interview can be used to obtain information concerning facts, beliefs, feelings, intentions and so on.³⁹

There are two kinds of interview, open-form question and closed-form question.⁴⁰ An open-form question, in which the subject is encouraged to answer in his or her own words at some length, is likely to provide a greater depth of response. The closed-form question in the pattern of a multiple-choice response is easier to record, but may yield more superficial information.

The researcher uses structured interview, for the student and the teacher. The interview for the student asks about their problems and efforts in improving their speaking ability. Then, the interview for the teacher asks for the analysis of the student's problem and solution that she will give.

3. Observation list

According to Marshall (1995) "through observation, the researcher learns about behavior and the meaning attached to those behaviors".⁴¹ The researcher uses participant observation as moderate participation. It means that the researcher

³⁷David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992). P 149.

³⁸ Sugiyono, *Memahami Penelitian.*, p 72.

³⁹Donald Ary, et al., *Introduction to Research in Education, 2nd Ed* (New York: Holt, Rinehart and Winston, Inc. 1979), p 295.

⁴⁰ John, W Best, *Research in Education.*, p 165.

⁴¹ Sugiyono, *Memahami Penelitian.*, p 64.

maintains a balance between being insider and being outsider. The researcher uses observation guide as instrument.

4. Documents

Qualitative researchers may also use written documents to gain understanding of the phenomenon under study. These documents may be personal, such as autobiographies, diaries and letters; official, such as files, reports, or minute that have prepared by observers of an event or setting; or documents of popular cultures, such as books, films, and videos.⁴²

For this research, the researcher used documents to collect the data. The data were gotten from the notice and some pictures at the school.

E. Data Collection Method

The next step is to choose the data collection methods that will be used. The most common data collection method used in qualitative research is questionnaire, interview, observation, and documentation. The researcher may use one or more of these method in a study.

1. Giving Questionnaire

In this research, the researcher chooses the closed-ended and open-ended questionnaire. For the questionnaire, the researcher gave some questions to the students in fourth grade, and then collect the result. The result of

⁴²Donald Ary, et, al., *Introduction to Research in Education 6th Ed* (New York: Wadsworth Thomson Learning, 2002), p 435.

questionnaire used to support the data. It is given to know about students' problem or difficulties and their efforts in improving their speaking ability.

2. Giving Interview

According to Susan Stainback, interviewing provides the researcher a means to gain a deeper understanding of how participants interpret a situation or phenomenon that can be gained through observation alone.⁴³

The researcher asks students what are their difficulties in speaking in certain zones or other places and their efforts to improve their speaking ability. Then the researcher asks the teacher concerning the problems faced by the students in improving their speaking ability, and how to solve the problems.

3. Observation

The researcher observes three components, such as place (class and some place at school), actor (teacher and students), and activity (learning process, etc). As a moderate participant, the researcher will do some activities with the objects and observe them. The researcher draws the conclusion then.

⁴³ Ibid., p 72.

The researcher has schedule in observation as follows:

No.	Date	Activity
1.	April, 15 th 2016	Asking about the condition of the school with the teacher.
2.	April, 17 th 2016	Asking about the condition and some activities at the school with the teacher.
3.	April, 22 th 2016	- Giving questionnaire and interview to the students. - Talking each other with the students.
4.	April, 29 th 2016	Giving interview to the teacher.

4. Documentation

The researcher will take some pictures when the students talk each other, and some notice that applied in some places at the school.

F. Data Analysis

In analysis data, according Bogdan, data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.⁴⁴

After the data are collected, it is analyzed in descriptive way. The researcher arranges some steps as follows:

⁴⁴Ibid., p 88.

1. Transcribing Data

The first step in the data analysis was transcribing the recorded interviews. Data transcription was intended to be the basis for the next stages of data analysis.

2. Reducing Data

Having transcribed the recorded interviews, the researcher reduced the data. Reducing data is a process of selecting and simplifying data in the transcription and notes. First, the researcher selected the data based on their relevance to the research questions.

3. Displaying Data

The next step is displaying data. Displaying data is a process of organizing the data to make relation between them.

4. Drawing Conclusion

The last step in analyzing data in this research was drawing and verifying conclusions. Conclusions were drawn by constantly comparing data from all the subjects, their answers to the questionnaire, and the notes taken by the researcher during the interview.