

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

Mouton describes methodology as the means or methods of doing something.<sup>1</sup> In this study, the researcher uses a qualitative method. Creswell states that qualitative methods demonstrate a different approach to scholarly inquiry than methods of quantitative research. Although the processes are similar, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs.<sup>2</sup> Moreover, in this study, the researcher explains the step of the research.

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

According to Mouton, the research design is explained as several guidelines and instructions to be followed to address the research problem.<sup>3</sup> On the other hand, research design also helps the researcher to make the research is easier because there are steps for doing research. A case study is the research design in this study. Case studies are a design of inquiry in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period. Based on Ary “in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data.”<sup>4</sup> It means that the researcher does as the instrument of human and she becomes the collector of the data of the research.

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

The research takes place at Mr Bob English Course and the location is in Mr Bob English Course (Kampung Inggris) Jl. Asparagus no.61 Tegalsari Pare Kediri 64212. The duration of the research was 2 weeks, exactly 10 days of the

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<sup>1</sup> Johann Mouton, *Understanding Social Research* ( Pretoria: Van Schaik Publisher. 1996),35.

<sup>2</sup> John Creswell. W, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches 4<sup>th</sup> edition* (Washington DC : Sage Publication,2014),256.

<sup>3</sup> Mouton, *Understanding Social Research*, 107.

<sup>4</sup> Donald Ary, *Introduction to Research in Education* (Wadsworth: Cengage Learning,2010),424.

active teaching and learning process in English Village. The research starts on April, 5<sup>th</sup> 2021 and ends on April, 16<sup>th</sup> 2021.

### **C. Research Instrument**

The researcher is the research instrument. The researcher researches by taking part in the activity in the basic speaking class. The researcher is as important as the instrument. The researcher collects data on her own by examining documents, observing behaviour, or interviewing participants, and she is the one who gathers the information. It means that the researcher is gathering all of the information she can get from what she hears and sees (interviewing, observing). What she hears and sees is what she writes, and it is true because the researcher is unable to manipulate the data.

The researcher came to the research location to take a close look at the teaching strategies implemented in Mr Bob's English Course. Researchers will be able to see what is happening in the field more clearly in this way. Similar to the researcher, Karmila also conducted her research using qualitative methods because she wants to learn and know deeper about the conditions in the field, especially the teaching strategies used by tutors at Bule House Pare in the intermediate speaking class.<sup>5</sup>

In this research, the researcher uses the table of observations to analyze the strategy, the rubric score of students' progress and also the blueprint of the interview. The table is below:

#### **1. Table Frequency of Teacher Strategy**

The frequency of teacher strategy table can see the teaching and learning activities of Mr Bob's English Course tutor every day. On different days they use different strategies according to the material and components being studied. The table below will make it easier for researchers to register the strategies used every day.

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<sup>5</sup> Karmila, "A Study Of Teaching Strategy Of Speaking In The Intermediate Class At The Bule House Course, Pare-Kediri". P.42

**Tabel 3.1. Table Frequency of Teacher Strategy**

STRATEGY	1 <sup>ST</sup> day	2 <sup>nd</sup> day	3 <sup>rd</sup> day	4 <sup>th</sup> day	5 <sup>th</sup> day	6 <sup>th</sup> day	7 <sup>th</sup> day	8 <sup>th</sup> day	9 <sup>th</sup> day	10 <sup>th</sup> day

**2. Table of Students' Score**

The table of students' scores is a table for assessing student performance from all components of speaking. Each student has their own score according to their abilities. Here, according to Brown, there are several components of speaking that can be categorized. The researcher assessed that including the components of speaking, they were grammar, vocabulary, comprehension, fluency and pronunciation. The table below is a display to make it easier for researchers to assess students every day.

**Table 3.2. Table of Students' Score**

Assessment Aspect	Score/day										Total	Category	
Grammar													
Vocabulary													
Comprehension													
Fluency													
Pronunciation													

The score is distributed into some categories based on the final score achieved by the students. The score 2-5 are categorized as “Poor” performance. A score of 6-10 is categorized as an “Average” result. The score 11-15 are categorized as “Good” performance. The score of 16-20 is categorized as “Very Good” performance and the score of 20-25 is categorized as “Excellent”.

**3. The Blueprint of Interview**

The blueprint of the interview is used by the researcher to formulate and compose questions to be asked to the informants. In practice, the researcher will interview one of the Mr Bob English Course tutors and

supervisors. Researchers will obtain some of the information required to complete the research data from the results of the interviews.

**Table 3.3. The Blueprint of Interview**

Criteria	Indicator	Number
General information	- the course establishment	1
	- the founders' identity	2
	- the variety of program	3
	- the total number of classes	4
	- the total number of tutors	5
	- the tutoring criteria	6
Strategies	- reasons for using the describing strategy.	7
	- reasons for using the discussing strategy	8
	- reasons for using the drilling strategy	9
	- reasons for using the Role-playing strategy	10
	- reasons for using the Storytelling strategy	11
	- reasons for using the Oral-presentation strategy	12
	- reasons for using the Rapping strategy	13

#### **D. The Subject Of The Study**

This research is to know what strategies are used by the course and she wants to know the impact of strategies on students' speaking at Mr Bob English Course. the researcher takes two subjects; there are a tutor and the students of the speaking class. The tutor will be interviewed about the strategy for speaking and the profile of this Course. The students of the speaking class will be observed

during the research. 7 students will be observed. They have different ages, different study backgrounds and different jobs, but they all have the same goal, which is to learn English.

### **E. The Technique Of Collecting The Data**

Some techniques of collecting data are used by the researcher in the addition to getting more information and answering the researcher's questions. The first data is observation, the researcher observed the course, especially in basic speaking. The researcher will observe the activity in the class and write down the activities during the speaking class. then the researcher describes the situation of speaking teaching-learning. As a result, the researcher makes a field note to be the data. Field notes are text (words), recorded by the researcher during an observation in a qualitative study.<sup>6</sup>

Mahruf also uses field notes in his research, stating that field notes were used to record all teacher activities in the classroom. The information gathered concentrated on the use of teachers' strategies for teaching speaking in the classroom. The researcher documented all of the teacher's strategies for teaching speaking.<sup>7</sup> As a result, the researchers used it to record the data obtained, not only researching teaching strategies but also assessing the students' speaking progress day by day.

The second is an interview. Wilkinson and Birmingham said that Interviews "involve a set of assumptions and understandings about the situation which are not normally associated with a casual conversation"<sup>8</sup> (2003:43). To avoid losing data while interviewing, the researcher records the conversation on tape or with a smartphone. More detailed information can be saved by recording while interviewing rather than writing it down on paper. Furthermore, it may assist the researcher in cross-checking the note that is written and recorded. The

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<sup>6</sup> John Creswell. W, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research 4th ed* (Boston: Pearson Education,2012),216.

<sup>7</sup> Ahmad Latif Mahruf, "The Teaching Of Speaking At " Mr Pepsi English Course" In Kampung Ingris Pare Kediri" *Journal of English and Teaching and Learning*, vol 8 no. 2 (2019), URL: <http://riset.unisma.ac.id/index.php/LANG/article/view/2872>

<sup>8</sup> Wilkinson, David and Birmingham, Peter, *Using research Instrument: A Guide For Researchers* (London: RoutledgeFalmer. 2003),43.

researcher will interview the director of *Mr Bob English Course* in the interview section to learn about the history of *Mr Bob English Course*.

In addition, the researcher also interviews the tutor who becomes interrater of this study. The researcher will interview about the teaching strategies used. The third component is the document. Researchers can only collect visual documentation in the form of photos and videos for documents. This is because the course has its documentation policy. As a result, the researcher has to respect the decisions that have been made.

## **F. Technique Analysis Data**

To analyze the data, the researcher used Miles and Huberman theory. In Miles and Huberman's book, *Qualitative Data Analysis* three steps are analyzing the data and it would be explained as follow:<sup>9</sup>

### **1. Data Reduction**

The data obtained from the report is quite extensive, so it must be carefully recorded. Data reduction entails summarizing, selecting the main points, focusing on the important points, and searching for themes and patterns. This reduction helps the researcher to understand more about the data that the researcher is gathering because the researcher had been filtering the data. In this part, the researcher selects the data by choosing which data need to be told by narration and table/graphic. The researcher concentrates on supporting data to answer the four research questions that have been identified. Researchers do this to improve the effectiveness of the data presented.

### **2. Data Display**

After reducing the data, the researcher presents it in various formats, including descriptions, graphs, and tables, as well as data relationships. Qualitative research data can be presented using short descriptions, charts,

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<sup>9</sup> Miles, M. B. and Huberman, A. M. *Qualitative Analysis Data*. (California: Sage publication,1994),10.

and relationships between categories, among other things. Furthermore, this data display helps the researchers in understanding what is going on and take action based on that understanding. The researcher would make the data more understandable and solid by displaying it.

### **3. Conclusion Drawing and Verification**

The reasons for reducing and displaying data are to assist in concluding. While concluding logically follows the reduction and display of data it takes place more or less concurrently with them. Conclusions will be in the form of propositions, and once they have been drawn, they need to be verified. The function of conclusion drawing is to conclude or to make the summary from the data, but it is not the end that means all of the data is enough to show. Verifying will help the conclusion statement whether it is valid and reliable to be shown. In this research the researcher used two types of triangulations; there are data triangulation and methodology triangulation

### **4. The Trustworthiness of Data**

To check the reliability and validity, the researcher uses triangulation. Triangulation means that the researcher takes different perspectives on an issue under study or more generally speaking-in answers research questions. In qualitative research, test data or trust in research data is collected using:

#### **a. Data Triangulation**

Data triangulation refers to the use of different data sources, which should be distinguished from the use of different methods for producing data. In this data triangulation, the researcher takes from the interview, observation, and documents. At the beginning of the researcher's observation into the field, the researcher is still considered a foreigner and is under suspicion, so the information provided is incomplete, not in-depth, and possibly much is still kept secret. By conducting interviews, the researcher attempts to confirm whether the data provided is correct or not. There is an interrater present who will accompany the researcher in the assessment and observation, ensuring that the data collected is truly concrete. If the data obtained thus far is found to be incorrect after being

checked again on the original data source or other data sources, the researcher conducts additional observations to ensure that the data is true.

b. Methodological Triangulation

Methodological triangulation is commonly used by researchers in two forms: within-method (intra-method) triangulation and between-method (across-method or inter method) triangulation. Within-method triangulation employs various strategies while remaining within a single paradigm; for example, participant observation and open-ended interviews are frequently used in the same qualitative study. Researchers used between-method triangulation to confirm the results generated by one method by another. The researcher concludes that method triangulation is used to search the data by using different methods in the methodology triangulation. To gather more information, the researcher observed the strategies and the impact of strategies, and to get the information deeper, the researcher interviewed the tutor