CHAPTER III

RESEARCH METHOD

A. Research Design

In this study researcher employed descriptive quantitative research. This implies that this study concentrated on description as a method of quantitative analysis. According to Tavakoli (2012) descriptive analysis is an examination that gives an impression of a phenomenon as it happens naturally, as opposed to researching the results of the phenomenon or action. This implies that descriptive experiments are strategies for describing group phenomena. The researcher observed the data in the form of written words in this study. Moreover, quantitative research is descriptive and the information collected in the form of words, images rather than numbers Sugiyono (2015).

Descriptive research tries to look at individuals, groups, institutions, methods, and materials to describe, compare, differentiate, classify, analyze, and interpret the entities and events that make up the various fields of their investigation. Through this research, the researcher saw the current research phenomenon at a certain time.

B. Subject of study

In this study, the researcher took random sampling method with 85 students of three classes: linguistic, tourism and literature of English department of IAIN Kediri in academic year 2018/2019 as subject.

C. Instrument of study

Research instrument is all tools in the research by using certain method. Furthermore, research instrument is tool of facilities which is used by the researcher in collecting the data in order to make the research easier and get better result, in the meaning completer and more systematic so it will be easy to analyze.

In other side, the researcher as the main instrument in this study allows to decide the research, take the sample of this study, gather data, then interpret the data to be described and analyzed. To get the data in his study, the researcher used questionnaire.

The used of questionnaires to obtain data and get the details about opinion of the students through questionnaires for the study problem. The questionnaire itself conduct of 14 questions about what are the problems, and 6 questions to know what are the causes of the problem. The researcher typically needs the answers from the questionnaires, which represent the opinion of the respondents and will be a check list in the blank spaces. The researcher used the specification of questionnaire as follows:

Table 3.1

Specification of Questionnaire

Components of Questionnaire	Number of Questionnaire	Total Item
To know students' problem in learning speaking	1, 2, 4, 5, 7, 9, 10, 12, 13, 14, 16, 17, 18 & 19	14
To know the cause of the problem in learning speaking	3, 6, 8, 11,15 & 20	6
Total		20

The students were asked to complete all items of questionnaire in online via Google Form and were asked them to check the question and answer carefully. The questionnaire consist of 20 item, the researcher utilizes the following scale categories which is adapted from Erliana, et al, (2021) to measures behavior, knowledge, or attitude.

The calculation of questionnaire results used to calculate respondents' perceptions and/or opinions about an event based on a predetermined statement. Table 3.2 presents the calculation of the scale score.

Table 3.2

Calculation of scale scores

Answers	Score
Strongly Disagree (SD)	1
Disagree (D)	2
Neutral (N) (Less Agree)	3
Agree (A)	4
Strongly Agree (SA)	5

The researcher puts the form of questionnaire in (*Appendix 4*).

To know whether the questionnaire was valid and reliable to distribute, the researcher checked it through validity and reliability of each item. Before it, researcher conducting a tryout, it used to measure

the validity and reliability of the questionnaire. The tryout gave to the 48 students from two translation classes . The question consist of 22 item and the blue print for tryout questionnaire can be seen in (*Appendix 2)*

1. Validity

    In determining the feasibility of an item to be used, a correlation coefficient significance test is usually carried out at the level of 0.05 it mean that an item is considered valid if it has a significant correlation to the item score (Azwar, 1999). In this research, it used Pearson Product Moment in SPSS 25 with r table 0,288 (N = 48). Then the researcher compared between r-table and r-value to decide the validity of each item. Then, the r-value ≥ r-table, it means the item is valid. Meanwhile, if the r-value ≤ r-table means that the item is not valid. It is found that question number 6 and 14 are not valid and 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22 or (20 items) were valid. *(The table of validity can be seen in appendix 5)*

2. Reliability

    The test value will be proven by using a two-sided test at a significance level of 0.05. The criteria for accepting or not a data is reliable or not if the alpha value is greater than the critical value of the product moment, or the value of r table (Sekaran, 1992) the result of the reliability as follows

Table 3.3

Reliability Statistics

Cronbach's Alpha	N of Items
.902	22

D. Data Collection

In order to gain data, the procedure of the research are as follows:

1. Finding the subject of the research. The subject is the students of English Department of IAIN Kediri

2. The researcher gives the questionnaire to the students and ask the students to filling the questionnaire.

3. Analyzing the notes of questionnaires and making the report of the research.

Moreover, the researcher shares the questionnaire through Google form to know the students' perception of non-linguistic problem in speaking. First, the researcher adapts questionnaire also from (Heriansyah, 2012) and makes tryout blue print. Then, the researcher delivers the tryout questionnaire to forty eight students of English department students. After the tryout questionnaire has been validated, continued by delivering to eighty five students to get the data.

E. Data Analysis

The researcher uses quantitative data analysis to analyze the data from this study. Sugiyono (2015) Stated that an operation in the study of quantitative data is conducted interactively and continuously. Data analysis tasks include data reduction, display of data, and drawing conclusions. The data analyzing phase is as follows:

a. Data Reduction

Data reduction means the process of selecting, concentrating, simplifying, minimizing, and arranging the collected information. The information that was obtained was sorted and the irrelevant data was discarded. This was achieved through the coding method; the process of marking and segmenting language units to the descriptive or inferential data compiled during the analysis. The investigator derived the information from observations, interviews and questionnaires.

The data reduction was carried out by the researcher during the research activities. Based on the research focus, the researcher classified and selected the data. The questionnaire was consisted of twenty question *(see appendix 4)*. The researcher asked about the students' problem based on adapted (Heriansyah, 2012)

Questionnaire was given to the English department students in Linguistic and Tourism class which is consist of 85 students. For questionnaire analysis, the researcher used Likert Scale method to calculate the questionnaire result about students' perception or view of events regarding to predetermined statement (Erliana, et al., 2021). The following formula used is:

| $P\% = \dfrac{F}{Y} \times 100$ | P = Percentage (%) / index formula % |
| | F = Total Score |

	Y = Highest Likert Scale x Number of respondents

For the interpretation of scores according to the intervals, the formula is:

$$\text{Index formula: } i = \frac{Total\ Score}{Y} \text{ X 100}$$

Table 3.4
of Range Validity

Correlation Coefficient Interval	Relation Level
0% – 19,99%	Strongly Disagree
20% – 39,99%	Disagree
40% – 59,99%	Quite Agree
60%– 79,99%	Agree
80% – 100%	Strongly Agree

Adopted from (Erliana, et al., 2021)

b. Display of Data

Data display is second component or level in Sugiyono's model of quantitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction. After reducing the data, the next activity is displaying the data to be meaningful. Data Display can be done by narrative form, table,

graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood. the activities in analyzing the data that done by the researcher in data display is giving questionnaire.

In this step, the researcher gave the questionnaire to students. This step conducted to know what students' problems in learning speaking and the cause of the problem occur in learning speaking. From display the data, the researcher got the conclusion in order to answer all about the research questions in this research.

c. Drawing conclusion

The last phase is to draw conclusions. The conclusion is to step back to understand what the analyzed data means and to determine whether the outcomes of the data match with the objectives of the study. The researcher draws the conclusion on the basis of data from research findings.

F. Trustworthiness of Data

The researcher requires such data examination techniques to assess the trustworthiness of the data. In this analysis, the researcher used triangulation by the use of resources. Sugiyono (2015) Said that triangulation technique means collecting from several data to acquire data from some resources as a method of collecting data. The use of triangulation is not to look for the truth of such phenomena, but rather to improve the researcher's understanding of what they find. In this way the researcher can

recheck the observational information and questionnaires provide relevant data.

Triangulation is a method to test the validity of data Moloeng (2004). There are four kinds of triangulation. Those kinds of techniques for triangulation are:

a. Data Triangulation

Triangulation of data means that compared information from multiple sources. Comparison of observations and interviews, comparison of interviews and questionnaires, and comparison of what people said and what individuals said.

b. Investigator Triangulation

Investigator triangulation means that other researchers or experts are interested in checking the data's validity and reliability. The advantage of the triangulation of investigators is to prevent such errors in the collection of data.

c. Theory Triangulation

The triangulation of theory includes using more than one theoretical analysis to understanding phenomena.

d. Methodological Triangulation

Methodological triangulation requires the use of a certain qualitative or quantitative model. More than one choice is needed to obtain the details, such as interviews, observations, questionnaires, and documentation.

The investigator triangulation is used from the description above to validity the data. Investigator triangulation means that other researchers or experts are interested in checking the data's validity and reliability. The advantage of the triangulation of investigators is to prevent such errors in the collection of data.

Data from questionnaires were learned to determine about the students' perception and what are the cause of the difficulties faced by students of English class from the data that has been collected.