

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

This research is Qualitative research method (Descriptive Qualitative). Denzin and Lincoln (1994, p. 2) defines of qualitative research as a follow :

Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative research study in natural setting, attempt to make sense or interpret of phenomena. Beside, Sugiyono (2012, p. 13) also defines that qualitative research method is a method of the research which emphasize the meaning, inductive, conduct on natural object condition and uses word and sentences to present the data source.

In other hand, Moelong (2017, p. 6) states that qualitative research is a research for understanding the phenomenon of what the subject is experiencing such as behaviours, perceptions, motivations, actions, etcetera., and by the descriptions in the form of words and language by using various natural method in specific natural context.

This research used descriptive method for collecting data in order to easy way for answer the questions concerning to the subject of the research. According to Fraenkel and Wallen (1999, p. 23) defime that descriptive method is a method which are explaining, analyzing, classifying something through various techniques, surveys, observation, questionnaires, interview, and text.

### **3.2 Place of the research**

The researcher take place of the research in University of Muhammadiyah Kotabumi in English education study program. The reason of taking this place because University of Muhammadiyah Kotabumi is the only one of university in North Lampung and with good accreditation. In addition, University of Muhammadiyah Kotabumi has English English Education Program and some students in English Education have various skill in speaking.

### **3.3 Data Resource**

Arikunto (2010, p. 172) defines that data sources are the subjects where data are collected. In this research the data is taken from the students. The participants are the students in the fifth semester of the English education study program who have passed learn about speaking material. There are only one class in the fifth semester. The fifth semester has 30 female students and 10 male students. The researcher choose fifth semester class as the research field because in the fifth class the student's skill of speaking is variation and they have finished the subject of speaking so make the researcher interested to do the research.

### **3.4 Research Instrument**

Research Instrument is a tool which is used by the researcher to know and measure the variable. According to Arikunto (2010, p. 203) research instrument is a tool to collect and put the data in order to make the research proposal easier and get a good proposal and good result. Futhermore, Sugiyono (2012, p. 102) state

that research instrument is the tools to measure nature phenomenon and social which is observed. To know student's perception on learning strategies in learning speaking, in this research the instrument which is used are the researcher it self and questionnaire.

a. Researcher

Sugiyono (2016, p. 223) state that the researcher is the key instrument of instrument. In qualitative research, the tools of the research which is used in instrument is the researcher itself. The researcher is people who set all of the instrument.

b. Questionnaire

The researcher use closed ended questionnare to measure the student's perception toward speaking learning strategies. Student can answer the statement which is given from the questionnaire items by providing a checklist in the answer sheet. Total number of questionnaire items are 40 items that consist of 22 positive statement and 18 negative statement

Table 2 :Questionnaire specification of student's perception toward their speaking strategies.

| Strategies | Variable                                      | Aspect                                     | Item Number        |                    |
|------------|---|--|--------------------|--------------------|
|            |   |  | Positive Statement | Negative statement |
|            | Perception toward learning speaking (opening) | a. Students' interest in learning Speaking | 1                  |                    |
|            |   | b. Frequent in Learning Speaking           | 5                  |                    |
|            |   | c. The importance of speaking              | 2                  |                    |

|  |  |  |   |    |
|--|--|--|---|----|
|  |  | d. Difficulty in speaking  | 3   |    |
| D<br>I<br>R<br>E<br>C<br>T<br><br>S<br>T<br>R<br>A<br>T<br>E<br>G<br>I<br>E<br>S | Memory Strategies  | a. Creating Mental linkages<br>1. Placing new words into a context         | 8   | 10 |
|  |  | b. Applying images and sounds in memory<br>Representating sounds in memory | 6   | 4  |
|  |  | c. Reviewing well and employing action                                     | 7   | 16 |
|  | Cognitive strategies   | a. Practicing (Repeating)  | 9   | 28 |
|  |  | b. Annalyzing and Reasoning  | 13  | 18 |
|  |  | c. Creating structure for input and output                                 | 12  | 11 |
|  | Compensati on Strategies                                     | a. Overcoming limitations in speaking<br>1. Using mime or gesture          | 17  | 14 |
|  |  | 2. Coining words and using circumlocation or synonym                       | 19  | 21 |
|  |  | b. The linguistic ones (switching to mother tongue)                        | 25  | 31 |
|  | I<br>N<br>D<br>I<br>R<br>E<br>C<br>T<br><br>S<br>T<br>R<br>A | Metacogniti ve strategies  | a. (centring your learning)<br>1. Payying attention | 20 |
| b. Arranging and planning the learning<br>1. Finding out about language learning |  |  | 23  | 24 |
| c. Evaluating the learning   |  |  | 33  | 30 |
| Affective strategies   |  | a. Lowering your anxiety<br>1. Using laughter and listening music          | 15  | 40 |
|  |  | b. Risks in language learning  | 39  | 29 |

|                            |                   |  |    |    |
|----------------------------|-------------------|--|----|----|
| T<br>E<br>G<br>I<br>E<br>S |                   |  |    |    |
|                            |                   | c. Taking your emotional temperature<br>1. Discussing your feeling with someone else | 34 | 38 |
|                            | Social strategies | a. Asking question<br>1. Asking for correction                                       | 26 | 37 |
|                            |                   | b. Cooperative with others<br>1. Cooperating with peers                              | 27 | 35 |
|                            |                   | c. Emphasizing with others<br>1. Developing cultural understanding                   | 22 | 32 |

(Adapted from Oxford's theory)

### 3.5 Data Collecting Technique

There are some ways to collect or fulfill the data in qualitative research that can be used by researcher. According to Arikunto (2010, p. 192) data collecting technique are observation, questionnaire, interview, and documentation.

In this research, the data collecting technique that used by researcher are :

#### 1. Questionnaire

Questionnaire is the method which is common used by researcher for collecting the data. The questionnaire will be stronger and good if the way follows the specification which is decided in the research. As Arikunto (2010, p. 268) states that before questionnaire which is designed, so it has to do procedures:

1. Formulating the purpose that will be reached with the questionnaire
2. Identification variable that will be questionnaire's subject

3. A variable get to be sub-variable that more specific
4. Deciding kind of the data that will be collected, then decide analysis technic.

The questionnaire will be used by the researcher based on the likert scale type. The specification of likert scale has positive and negative gradation, that can be in the form of word such as; strongly agree, agree, doubt, disagree, and strongly disagree. Adopt from Sugiyono (2016, p. 93) the score ranges in the linkert scale from 1 to 5 can be seen in the table below:

Table 3: The Category of Questioner Answer

| No | Answer            | Positive score | Negative score |
|----|-------------------|----------------|----------------|
| 1  | Strongly Agree    | 5              | 1              |
| 2  | Agree             | 4              | 2              |
| 3  | Doubt             | 3              | 3              |
| 4  | Disagree          | 2              | 4              |
| 5  | Strongly Disagree | 1              | 5              |

### 3.6 Plan of testing validity and reliability of the data

To validate the data, the researcher use triangulation technique to make the data more reliable. According to Wiesma in Sugiyono (2016, p. 273) triangulation is qualitative cross validation which assesses the sufficient data according to the multiple data sources or multiple data collection procedures. Then, Sugiyono (2016, p. 271) defines one kind of triangulation, namely triangulation of source, triangulation of time and triangulation of technique.

However, this research will use triangulation of technique. As sugiyono (2010, p. 373) states that triangulation technique is for test the data credibility which is done by crosscheck the data toward same source with different technique or variety of technique. Such as data which is gotten by interview, then do a test for observation, documentation, or questionnaire.

The other validation is from experts. The chosen experts have validated the instruments of this research before given it to the students of English education at the fifth semester in University Muhammadiyah Kotabumi. The researcher choose Mrs. Dewi Sri Kuning, S.Pd., M.Pd. and Mrs. Elis Susanti, S.Pd., M.Pd. as the experts to validate this research. The reason researcher choose English Lecturer is because both of them understand well about speaking material.

### **3.7 Data Analysis**

Data analysis is the process of designing the data or arranging the data. As Bogdan in Sugiyono (2016, p. 244) defines that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials which can be collected to increase the understanding and to enable present that have been discovered to others.

This research is qualitative data. As miles and Hubberman (1994, p. 4) state that qualitative data consist of four concurrent flows or steps of the activity: data collection, data reduction, data display, drawing and conclusions. First step is data collection, all data is submitted into data collection procedure. This step became a pure data before it becoming a processing in the next step. Second step, data reduction is a choising process, focusing, simplifying, abstraction,

transformation the pure data that gotten in the match notes. In the next continuity from reduction, commonly in reduction there are coding, make the themes, and like a memos. The third step is data displays, displays is reference to some information which is designed that can be the description of conclusion and taking action. The last step is drawing and conclusion, from the starting of the submitting the data, the qualitative researcher start to conclude what the meaning of something, writing the signs, description, configuration, causal plot, and propositions. The competent researcher can handle the conclusion clearly.