

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of the study. It provides information and explanation about the purpose of the study, research design, site and participants, data analysis, data analysis procedures, and testing of validity.

3.1 Purpose of the Study

The purpose of the study is to know the students' attitudes toward the implementation of guessing game technique activities in teaching speaking skill and to find out the benefit of guessing game activity. Therefore, this study is conducted to answer these two questions:

1. What are benefits guessing game technique in students' speaking class?
2. What are students' attitudes towards the use of guessing game technique in students' speaking class?

3.2 Research Design

Qualitative approach was employed in this study. The term of qualitative study refers to studies which look into the quality of relationship, activities, situation, or material (Fraenkel *et al.* 2011: 440). It is a design that consents a researcher to explore people's beliefs, experiences, behaviors, interactions, perceptions, attitudes, feelings and motivations at once to comprehend how they are formed (Deeptee and Roshan, 2008:). Patton (Golafshani, 2003) defines qualitative research an attempt to

understand a phenomenon in a particular situation in a natural setting where the researcher does not control the phenomenon of interest. It describes “in detail all of what goes on in a particular activity or situation rather than on comparing the effects of a particular treatment” (Fraenkel *et al.* 2011: 426). According to Creswell (2007: 249) in qualitative study “the researcher builds a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in natural setting”. One of the strengths of the qualitative approach is the natural setting where a researcher gathers the data at the field of participants’ experience to the issue under study (Creswell, 2007: 37).

In relation to the aforementioned definition, this study was conducted to investigate the phenomenon of using guessing game technique in teaching speaking and to gather an in-depth understanding regarding to its process.

To look into the issues, the researcher used qualitative approach by applying a descriptive method. The goal of a qualitative descriptive study is to generate a comprehensive summary of events at the moment (Sandelowski, 2000). It seeks to provide this picture using data in the form of words or pictures. Hence, the method consisted of three kinds of data collection: participant observation, questionnaires and interview.

3.3 Site and Participants

The study was conducted in a Junior High School in Bandung. The selection of the school was based on the following consideration. The school considered that the students’ vocabulary mastery should be improved, so the school gave a chance to the researcher to conduct a research.

The population of the study was one class of the students of the second graders of a junior high school in Bandung. The sample of this research was VII D

class. The researcher focused on one class as the sample. The sample class was randomly chosen. There were 36 in that class.

The participants have learnt English since they were first graders, moreover from elementary school. In junior high school, they learn English twice a week or four hours for a week. But they are still less to speak or familiar with English speaking materials. They still have difficulty to understand and speak in English.

The researcher takes the students as the participant because the school warmly opens the cooperation to conduct this study especially in the second grade. They were grouped into one class in academic year 2013/2014.

Other than that, the English teacher wanted to know other alternative techniques in teaching speaking as well.

3.4 Data Collection

Triangulation technique was used in collecting the data in this study. In a qualitative study, it refers to collecting the data from various sources and/or through various methods (Alwasilah, 2009: 106). Creswell (2012: 536) notes that triangulation combines “the strengths of one type of method and neutralize the weaknesses of the other” to enrich the investigation. It helps to reduce the bias and the subjectivity of a research; moreover it can enhance the credibility of the research (Arifin, 2011: 164). Accordingly, there were three methods in collecting the data in this study. They were participant observation, questionnaires and interview.

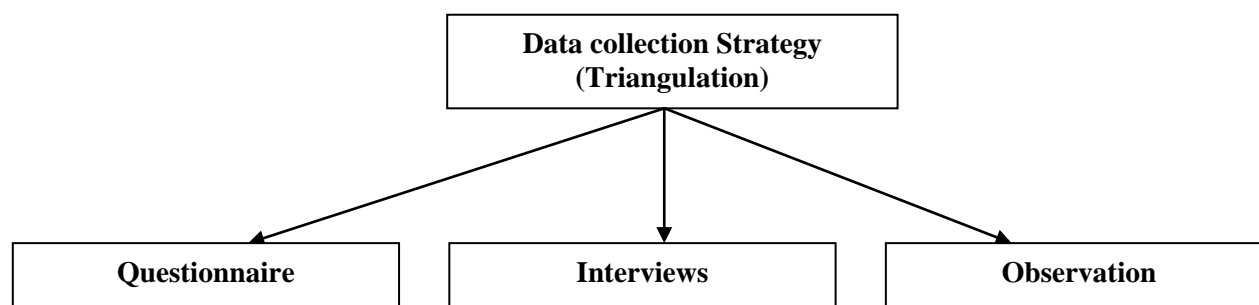


Figure 3.1
Triangulation Method of Creswell (2012: 536)

3.4.1 Participant Observation

The first instrument in this study was participant observation. Participant observation is commonly used to collect qualitative data. According to Key (1997), one of the advantages of qualitative research is to “use subjective information and participant observation to describe the context, or natural setting, of the variables under consideration, as well as the interactions of the different variables in the context.” It tries to find an open understanding of a phenomenon.

The observation in this study was conducted to investigate students’ learning activities. In this study, the researcher took part as a participant observer, which was as their teacher. From this observation, the researcher would verify the students’ behavior and performance to the task given, and students’ condition when guessing game techniques were conducted by observing their activities in the class. The observation was held for three meetings.

Observation sheet and field notes were used to record notes about participants' behavior and performance during the observation (Cresswell, 2012). The observation sheet was not used in the first meeting because there were any activities related to guessing game in the first meeting. It was used from the second meeting until the fourth meeting. In the first meeting, the researcher simply gave an activity related to guessing game which were guessing things and twenty questions which had a topic of public places. The observation sheet was based on the activities related to guessing game in the lesson plan. Therefore, the observation sheet is revealed below.

Table 3.1
Observation Sheet (based on guessing game in the classroom)

Categories		Activities	Yes	No	Attitudes +/-	Evidence
Class work	Exploration	Students were involved in the chance questions activity about their last activity.				
	Elaboration	The students were involved in the guessing game activity.				
		The students were able to attend to guessing game activity for a reasonable amount of time.				
		The students were able to speak during guessing game activity.				
		The students were able to give questions and				

		answers to guess things during guessing game activity.				
	Confirmation	The students were able to know how describe things.				

To avoid the bias in the observation, the researcher invited the English teacher from the school as the second observer. She accompanied and assessed the researcher in teaching and learning process.

3.4.2 Questionnaires

Questionnaire was the second instrument in this study. It is one of the research instruments which consist of a series of questions or statements to obtain the information from participants (Arifin, 2011: 228). In a questionnaire, the participants respond to the questions or statements by writing or marking an answer sheet (Fraenkel *et al.* 2011: 125). According to Alwasilah (2011), questionnaire can be used to identify opinions, attitudes, or subject's perceptions.

In this study, there was one form of questionnaire; it was close-ended questionnaires. In close-ended questionnaire, it provides a multiples choices questions which allow a participant to choose his or her answer from a number of options. Whereas in open-ended questionnaire, participants are not provided with the response options; they supply their own responses to the questions (Creswell, 2012: 386).

To complete this questionnaire, the participants needed to mark or circle predetermined answers that "best represents their feeling about the topics included in the questions or statements in the scale" (Fraenkel *et al.* 2011: 400). The advantages

of this type of questionnaire are enhancing consistency of response across participants, tabulating easier and faster and providing a means for coding responses (Creswell, 2012; Fraenkel *et al.* 2011).

The questionnaires were analyzed quantitatively by using Likert Scale. Fraenkel *et al.* (2011) claim that Likert Scales is the most commonly used questions format for assessing participants' attitudes toward a particular concept. Likert Scale uses scale 1-5, where the score 5 for strongly agree (SA), 4 for agree (A), 3 for uncertain (U), 2 for disagree (DA), and 1 for strongly disagree.

Table 3.2
Scoring System of the Questionnaires

Kind of Statements (Answers)	Strongly Agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly Disagree (SD)
Positive (+)	5	4	3	2	1
Negative (-)	1	2	3	4	5

The form of questionnaire consisted of positive and negative statements which framework as follow:

Table 3.3
Framework for Questionnaires

No.	Aspects	Item number		Total
		+	-	
1.	Students' response to benefits toward implementation of guessing game activities.	4, 5, 6, 7, 8,	9	6

2.	Students' attitude toward the implementation of guessing game activities in their speaking class.	1	2, 3	3
Total				9

The statements in these questionnaires were written in Indonesian to avoid misunderstanding from the participants. This questionnaire was administered anonymously to get reliable data. The questionnaires were distributed after finishing the implementation of guessing game activities.

3.4.3 Interviews

The last instrument in this study was interview. In-depth information and data can be obtained by a researcher by doing an interview (Alwasilah, 2011). Interviews generate direct record from participants about “their experiences, opinions, feelings, and knowledge” (Patton, 2002). For this study, interview was addressed to obtain additional information about students’ attitudes toward guessing game activity and benefits perceived by them through guessing game activity, together with their suggestion for implementing guessing game. In addition, the information from the interview could support and clarify the data from the observations and questionnaires.

The model of interview in this study was semi-structured interview. The aim of this model is to find the problem openly where the respondents are asked to give their opinions and ideas (Sugiono, 2012: 320).

The interviews were conducted with six students as the samples. The researcher assumed that six students represent all numbers of the class. It was one-on-one interview where “the researcher asks questions to and records answers from only participant in the study at a time” (Creswell, 2012: 218). The interview was recorded by voice recorder. To avoid misunderstanding and make students answer to the questions more easily, the questions were delivered in Indonesian.

3.5 Data Analysis

After obtaining the data from the observations, questionnaires and interviews, the data were analyzed to answer the research questions. There were two kinds of data in this study; qualitative and quantitative data. The qualitative data was collected from the observations and interviews, while the quantitative data was collected from the questionnaires. The data collection would be analyzed as follows.

3.5.1 Participant Observation Analysis

The data from the observations were recorded by using observation sheet, the researcher's field notes. The gained data were analyzed to find out the students' attitudes toward the implementation of guessing game activities and benefits perceived by the students through the activities of guessing game. After that, the data were classified based on some categories in the findings. The findings from the observations were described in detail. Lastly, the explanation of the findings were interpreted and discussed in the next chapter.

3.5.2 Questionnaire Analysis

The form of questionnaires which was close-ended questionnaires was analyzed by calculating the frequency of the students' answers. Then, the next step was calculating the percentage of each total frequency of the students' answers to item by using percentage formula. The formula is as follow.

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

Figure 3.2

Percentage Formula of Sudijono (2008: 43)

P = Percentage (%)
fo = Frequency Observed
n = Total respondents

The next step was interpreting the result percentage of calculations; the researcher referred to a reference according to Kuntjaraningrat (Nurjanah, 2012). The following are the interpretations for each percentage:

Table 3.4

Criteria of Percentage of Participants

Percentage of Participant	Criteria
0 %	None
1 – 25 %	Small number of
25 - 49 %	Nearly half of
50 %	Half of
51 – 75 %	More than half of
76 – 99 %	Almost of
100 %	All of

3.5.3 Interview Analysis

The data from the interviews were recorded by using voice recorder. The interview recording was transcribed so that the data could be categorized. After transcribing the data, the researcher analyzed it. The next step was the data were interpreted by addressing the data with the research questions of the study.

3.6 Data Analysis Procedures

Data analysis was done by categorizing, interpreting, synthesizing, organizing the data into units and models, choosing the important one to be learnt, and formulating the conclusion (Sugiono, 2012: 334). In this study, after the data was collected from the observations, the questionnaires and the interviews, those data were analyzed by using descriptive qualitative analysis. Miles and Huberman (1994) proposed three simultaneous flows of activities in analyzing the data, there are: data reduction, data display and conclusion drawing or verification.

3.6.1 Data Reduction

Data reduction refers to “the process of selecting, focusing, simplifying, abstracting, and transforming the data that appears in written-up field notes or transcriptions” (Miles and Huberman, 1994). In this study, the process of data reduction progressed concurrently as data collection proceeds. There were a number of data which was obtained from the field: the data from observations, questionnaires and interviews. So, data reduction is needed to simplify the data gathered. By implementing data reduction, the data will be simpler and it will make the process of data analysis easier. The attained data would be focused to answer the research question.

In this process, data reduction was done by writing summaries, making memos, coding, making cluster, and making partition. This process proceeded until

the final report is achieved. This was the series of elucidate the data. Those series helped the researcher had the clear view about this study. Miles and Huberman (1994) also add that “data reduction is a form of analysis that sharpens, short, focuses, discards, and organizes data in such a way that ‘final’ conclusions can be drawn and verified.”

3.6.2 Data Display

Data display is the second step of data analysis in qualitative study. In qualitative research data could be displayed by some ways such as by using graph, chart, table or matrix, networks or concept, flowchart, diagram, extended text or narrative text and another various kinds of it (Miles and Huberman, 1994; Alwasilah, 2011). Data display facilitates the researcher in the process of data analysis; the ideas and interpretations of the data will be clearer and permanent (Alwasilah, 2011).

In this study, the field notes would be displayed in an extended text to describe the implementation of guessing game activity in a speaking class, while the result of observation sheet would be displayed in table. The result of interviews would be explained in extended text. Moreover, the questionnaires result would be display in some tables and charts.

3.6.3 Conclusion Drawing

The third step of data analysis in qualitative study is conclusion drawing or verification. The researcher made an interpretation on the data analyzed after doing data reduction and data display processes to the attained data from field notes, observation sheets, questionnaires and interviews. After that, she drawn some conclusions related to the research questions: benefits perceived by the students in the use of extensive reading activities in their reading and students’ attitudes toward the

use of extensive reading activities in their reading class. Additionally, the recommendation for further study would be drawn in the chapter five.

3.7 Testing of Validity

Validity is regarded as an important concept in qualitative study (Fraenkel *et al.* 2011). Validating finding refers to the accuracy or credibility of the findings which are determined by the researcher by using some strategies (Creswell, 2012). To test the validity and the trustworthiness in this study, the researcher employed several strategies: triangulation, feedback and member checking.

The first strategy was triangulation. As it has been explained before, triangulation is data collection technique which combines some methods and/or sources. Triangulation promotes the researcher “to develop report that is both accurate and credible” (Creswell, 2012) because a variety of instruments in collecting the data is supported in a conclusion (Fraenkel *et al.* 2011).

In this study, the researcher employed methodological triangulation (Denzin (1978) in Patton, 2002) because there were several methods used to collect the data. The methods were participant observation, questionnaire and interview. The researcher conducted participant observation to collect the data from the teaching and learning process by using field notes and completing observation sheets. Then in order to avoid bias of the study, she balanced the findings with the information obtained from questionnaires and interviews

The second strategy was feedback. To identify validity threat, bias and researcher’s assumption, including logical weakness of the current study, thus asking feedbacks, comments, critiques, and advice from others are needed (Alwasilah, 2011). In this study, the feedbacks were given from the supervisors, the English teacher and some of researcher’s friends.

The third strategy was member checking. It was also employed in this study to check the accuracy the findings (Creswell, 2012). Member checking was accomplished after analyzing the data obtained from the observation, questionnaires and interviews. The data obtained was reconfirmed to participants to determine the accuracy and appropriateness of the findings. The researcher took back the findings to the participants and reconfirmed them by asking the participants whether the descriptions of the findings were complete and sensible and whether its interpretations are fair and representative (Creswell, 2012: 259).