CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology employed which includes explicit description of research method, participants, and technique used in collecting data which has been discussed in Chapter I.

3.1 Setting

The research took place in one private high school in Bandung, known as SMAPribadi Bilingual Boarding School Bandung. The selection of the school was based on the accessibility of the school since it was the school where the researcher conducted the teaching practicum or PPL. The school also implements a bilingual program in which the students have more lesson hours on English subject than other public schools. There was a clear intention that this school represents the bilingual setting of which this research concerned.

3.2 Participants of the research

In this research, the sampling was taken from students in 10th grade of PribadiBilingual High School Bandung. Marshal (1996) stated that an appropriate sample size for a qualitative study isone that adequately answers the research questions. In answering the research questions which have been stated in chapter I, 15students were chosen to represent the population of the 10th grade students in Pribadi Bilingual High School Bandung. In Patton's view (1990), all types of sampling in qualitativeresearch may be encompassed under the broad term of 'purposeful sampling'. He states that 'qualitative inquirytypically focuses in depth on relatively small samples,even single cases, selected purposefully' (p. 169).

In this research, the participants were selected based on their level of English proficiency. In Pribadi Bilingual High School, the division of the classes is based on the level of english proficiency. In this opportunity, the researcher

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had decided to see a more detailed and broader picture of the speaking difficultiesfaced by EFL students from 10A, 10D and 10E. Thus, 3 male students were chosen from class 10A, 5 students were selected randomly from intermediate class, which is 10 D, while 5 others were chosen from the lower intermediate class, 10E.

3.3 Research Design

Related to the purpose of the research, the researcher employed a qualitative method in which it is stated that qualitative research isaimed to investigate the quality of relationships, activities, situations, or materials (Fraenkel, Hyun, &Wallen, 2009, p.425). Since the research was intended to describe the speaking difficulty faced by the students in bilingual setting, the data was grounded from the field through observation, interviews and speaking test analyses. There was no hypothesis needed to be formulated because the research was not interfered by control or treatment to the students, however, it described and investigated the situation.

3.4 Data Collection Techniques

In collecting the data of this study, the researcher spent two meetings.The researcher applied three techniques in gathering the data, including speaking performance test, interview, and observation.

3.4.1 Speaking Performance test

In order to see students speaking performance which could assist the researcher in finding out the students' speaking difficulties, the students' speaking performances were assessed.In order to see students speaking performance which could assist the researcher in finding out the students' speaking difficulties, the students' speaking performances were assessed using a series of pictures. According to Wright (1989), pictures are not just an aspect of method but through their representation of places, objects, and people, they are an essential part of the overall experiences that teachers must help their students to cope with. He added

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that specifically, pictures contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus (Wright, 1989, p.1-3). There are 2 kinds of pictures according to Adawiyah (2002):

1. Single picture, means the one independent picture in which things or thing object are shown.
2. Series of picture means number of picture each of which is related to some ways to the other, especially to the one before it.

The testing was administered by asking the students to describe a series ofpicturewhich had been selected. The pictures were compiled sequentiallywhich finally formed a story. The students were asked to describe the story using their own sentences.

3.4.2 Interview

In order to better describe and understand the speaking difficulties faced by the students, interviews were conducted. Fraenkel, Hyun, and Wallen (2009) noted that interviews are conducted orally, either in person or over the phone, and the answer to the questions are recorded by the researcher (or someone he/she had trained) (Fraenkel, Hyun, and Wallen, 2009, p.451). The interview employed in this research was a semi structured interview as the researcher had prepared a set of questions to elicit specific answers from the respondents. It also belonged to a standardized open-ended interview because the exact wording and sequence of questions are determined in advance. All interviewees were asked the same basic questions in the same and the questions are worded in an open-ended format (Fraenkel, Hyun, and Wallen, 2009, p.453). The following questions were asked to the students:

1. How long have you learned English?
2. What level of proficiency do you think your English is?
3. Do you have difficulties in describing the pictures?
4. What are the difficulties that you often face when you are speaking English?

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5. How do you cope with the difficulties?

6. Do you think attending a bilingual school improve your speaking skill?

After conducting the interview, the researcher followed several steps to analyze the data obtained in the interview:

1. Transcribing the data in the audio recorder. A condensed version of the interview transcripts can be seen in appendix

2. Excluding inappropriate data which are not relevant

3. Categorizing and coding the data based on the research questions:
   - What are the speaking difficulties faced by EFL learners in Pribadi Bilingual school?
   - What abilities do the students show in their speaking performance?
   - What are the students' perceptions about the role of a Bilingual school in improving the students' speaking performance?

4. Relating the data to the theories and previous studies related to the topic of the research. The theories related to speaking difficulties were gathered from books and previous researches which include those from Wilkins (1972), Brown (2001), Harmer (1998), Saville-troike (2006), Blanc and Hammers (2000), etc.

5. Reporting the findings using narrative discussion. According to Cresswell (2012, p.59), it is the most common form of reporting findings in qualitative research in which the writer summarized the findings from the data analysis in detail. In this research, the findings were reported by serving the evidences or students utterances from the speaking performance test and the interview with the discussions and the related theories of speaking difficulties stated in the former chapter.

3.4.3 Observation

An observation was also chosen to be included in the data collection techniques. It worked as an instrument in answering the research question stated in chapter I. The observation was done for about four months as the researcher was also doing teaching practicumin SMA Pribadi Bilingual Boarding School. The observation was not done specifically in each classof the participants. It sought to observe the behavior and the speaking performance of the students in the classroom and outside the classroom throughout the months. The observation was not recorded formally as it only became one of the helpful instruments in figuring out students' ability and speaking difficulties in speaking English. The researcher acted as a complete participant in which she interacted with the participants as naturally as possible without revealing her identity as a researcher (Fraenkel, Hyun, and Wallen, 2009, p.446).

3.5 Data Analysis

The data analysis in this study was divided into several steps. These include assessing students' speaking performance, observation, and transcribing and interpreting the interview data. Sample of the students' speaking performance testand the transcript of the interview in this study will be presented in Chapter IV.

3.5.1 Assessing students' speaking performance

In assessing the speaking performance of the students, the aspects which were taken into account were the, grammatical structure, the vocabulary used, fluency, pronunciation, and task completion. The data will then be translated into a description.Because the test was not an interactive test, the scoring rubric was adapted according to the needs of the assessment. Below is the scoring rubric adapted from previous version of Oral Proficiency Interview (OPI) scoring rubric in Brown (2001):

Score	Grammar	Vocabulary	Fluency	Pronunciation	Task
1	• Errors in grammar are frequent	• Speaking vocabulary inadequate to express	• Amount of speech is minimal; information may be irrelevantor	• Errors in pronunciation are frequent	• **Very Limited** ability to respond

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	but speaker can be understood by a native speaker used to dealing foreigners attempting to speak his language.	anything but the most elementary needs.	inaccurate.	but can be understood by native speaker used to dealing with foreigners attempting to speak his language.	to a set of pictures.
2	• Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.	• Has speaking vocabulary sufficient to express him self simply with some circumlocutions.	• Can handle with confidence. • Speech may be insufficient and present poorly organized ordisorganized information; information may be imprecise orinaccurate.	• Accent is intelligible though often quite faulty.	• Shows **Some Ability** to produce a spoken response to a setof pictures.
3	• Control of grammar is good; Able to speak the language with sufficient structural accuracy to participate effectivel	• Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation; Vocabulary is broad	• Can discuss particular interests of competence with reasonable ease. • Speech is generally well organized;information is generallyplausible and precise and is presented logicallyand withappropriate transitions.	• Errors never interfere with understanding and rarely disturb the native speaker. Accent maybe obviously foreign.	• **Shows Ability** to produce a spoken response to a set of pictures.

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	y in most formal and informal conversation	enough.			
4	• Able to use the language accuratel y on all levels normally pertinent to professio nal need. Errors in grammar are quite rare.	• Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.	• Able to use the language fluently on all levels normally pertinent to professional needs. • Rarely has to grope for word.	• Errors in pronunciat ion are quite rare.	Shows **High Level of Ability** to produce a spoken responset o a set of pictures.
5	• Equivale nt to that of an educated native speaker.	• Speech on all levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idioms, colloquialis m, and pertinent cultural references.	• Has complete fluency in the language such that his speech is fully accepted by educated native speakers.	• Equivalent to and fully accepted by educated native speakers.	Shows **Very High Level of Ability to**produc e a spoken responset o a set of pictures equivale nt to that of an educated native speaker.

3.5.2 Transcribing and Considering Interview Data

The interview recordings were transcribed and interpreted to find out the students' point of view about difficulties that they face in theirEnglish speaking performance. Next, the researcher interpreted the response and comment from the respondents according to interview questions. Then, the data was transferred into

descriptions and presented qualitatively (Creswell, 2012, p.113). The result from the interview will be presented in Chapter VI.

3.6 Concluding Remark

This chapter has focused on the detailed description of the research design in which it consists of site and participants of the research, data collection techniques and analysis of the data. The whole research findings and interpretation will be delineated in the next chapter.