

CHAPTER 3

RESEARCH METHODOLOGY

This chapter focuses on the design of the study. It includes the research design, the formulation of problems, population and sample, research procedure, data collection, and data analysis.

3.1 Research Design

In order to observe students' speaking performances in an English conversation class with a native English teacher, a non-experimental research approach with its descriptive qualitative research design was used as the method to conduct this study. The primary function of the non-experimental research approach is to provide a descriptive account of events which focuses on describing some phenomena, events, or situation in which the goal is to attempt to provide an accurate description or picture of a particular situation or phenomenon (Christensen, 2004). Furthermore, Christensen stated that as a part of qualitative design, a descriptive study collects some type of non-numerical data (statements during an interview, written records, pictures, clothing, or observed behavior) to answer a research question. Based on those considerations, this descriptive qualitative research method was appropriate as the approach to conduct the study.

Shank (2002, cited in Ospina, 2004) defined qualitative research as “a form of systematic empirical inquiry into meaning” (p. 5). By *systematic* he meant that it is, “planned, ordered and public”, following rules agreed upon by members

of the qualitative research community. By *empirical*, he meant that this type of inquiry is grounded in the world of experience. *Inquiry into meaning* meant that the researchers try to understand how others make sense of their experience. Denzin and Lincoln (2000, p. 3; cited in Ospina, 2004) claimed that qualitative research involves an *interpretive and naturalistic* approach: “This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them”. Data collection methods for qualitative research were used to try to get the best description of an event and the meaning it has for the individual or individuals being studied.

3.2 Formulation of Problems

This study attempts to investigate the following problems:

- a) How is students' speaking performance, especially in terms of grammar, fluency, and comprehension in English conversation class with a native English teacher?
- b) What are the advantages and disadvantages of a native English teacher toward the students' interests in learning English?

3.3 Population and Sample

This study was conducted in a non-public Senior High School in Bandung. The school was chosen because it has a native English teacher for English conversation class, and it was accessible for the writer to conduct the study at this school. The participants of this study were the 11th grade students of the school in order to see their speaking performances since they have learned English in the conversation class for one year during the previous grade.

The total population of the 11th grade in this school was 140 students, divided into five classes; two classes majoring science and three classes majoring social; with the amount of 25-28 students in every class. The sample for this study were the students of XI Science 1 and XI Science 2, due to the consideration from the principal that they had much participation and were actively involved in the conversation class.

The native teacher at the school was Austrian born and grown up in a trilingual household of English, French, and German. English came along in his upbringing as a first language. The teacher immigrated to Australia in 1993, where he graduated from a bachelor of journalism in 2006. He had been staying in Indonesia for about four years, with some previous experiences of teaching in East Timor and Yogyakarta, and he had been teaching English in Jakarta and Bandung since 2009.

3.4 Research Procedures

The research procedures in this study were based on the stages offered by Fraenkel & Wallen (2009). Those are:

1) Identification of the phenomenon to be studied, which was the students' speaking performance specifically in terms of grammar, fluency, and comprehension in English conversation class with a native English teacher.

2) Identification of the participants in the study

As it had been explained in the previous section of this chapter, the participants of this study were the students of XI Science 1 and XI Science 2 in a nonpublic Senior High School in Bandung.

3) Data collection

4) Data analysis

The data collection was gathered by using video-recorded observation and interview, and these data were then being transcribed and analyzed. Further detailed explanations of the data collection and analysis were provided in the next sections of this chapter.

3.6 Data Collection

The data in this study were obtained through observation and interview. Each data collection will be discussed below:

3.6.1 Observation

The observations through video recording in this study were held five times in both classes to observe students' speaking performances during the English conversation class sessions. The video recording in the observation aimed to capture the natural interaction that happened in the teaching-learning process; since it portrayed accurate information about the way students speak in a classroom interaction. A rubric containing the aspects of speaking performance was used to collect the data.

3.6.2 Interview

Interviews were used to convey the researcher's observation and teacher-students' assumptions from the observation. A semi-structured interview was used in this study; it was done both to the teacher and the students. This semi-structured interview is useful since it enables respondents to come up with the answer in any way they please (Christensen, 2004), with no such burden of being limited to deliver their thinking. In-person interview was used for interviewing the native English teacher, focusing on the students' speaking performance in the sessions of the English conversation class; while group interview was used for interviewing the students, focusing on how their speaking performance were, and the effects of learning and practicing English with a native teacher.

Questions for the teacher were constructed around:

- 1) the classroom activities
- 2) teacher's talk in the classroom (giving praises of encourage, asking questions, lecturing, giving directions, and criticizing students)
- 3) student's talk in the classroom (how they response or ask questions)
- 4) teacher's efforts to encourage students to communicate in English

Questions for the students were constructed around:

- 1) students' opinion of learning English with a native teacher
- 2) the difficulties/problems of speaking English in the classroom
- 3) students' opinion about teacher's performance
- 4) the advantages and disadvantages of learning English (speaking) with a native teacher

Each data collection was then be described and analyzed.

3.7 Data Analysis

After collecting the data, a preliminary exploratory analysis in qualitative research was made by the researcher. Exploratory analysis in qualitative research consists of exploring the data to obtain a general sense of the data, capturing ideas, thinking about the organization of the data, and considering whether the researcher needs more data or not (Creswell, 2008). The analysis of each data is as follows:

3.7.1 Analysis of the Observation

The data from video recording were analyzed by transcribing and coding them. Coding is the process of segmenting and labeling text to form description and broad themes in the data (Creswell, 2008). This description and broad themes were then developed. Describing and developing themes from the data consist of answering the major research questions and forming an in-depth understanding of the central phenomenon through descriptive and thematic development (Creswell, 2008). Based on the American FSI (Foreign Service Institute), the aspects of speaking performance (**grammar, fluency, and comprehension**) can be seen/ measured by using rating scales. Hughes (2003) said that to create appropriate scales of scoring, one expects to find the scales used in rating performance in the specifications under the heading 'criteria levels of performance'. Thus, holistic and analytic scale can be used as the approach for scoring. Holistic scoring involves the assignment of a single score to a part of production skill (writing/speaking) on the basis of an overall impression of it, while analytic scoring requires a separate score for

each number of task's aspects (Hughes, 2003). The use of those rating scales designs can be modified based on the purpose of testing.

The following is the analytic rating scales to measure the aspects of speaking performance. Hughes (2003: 131) developed and reproduced the analytic rating scales as follow:

Table 3.1

The Analytic Rating Scale of Speaking

(Adapted from Hughes, 2003: 131)

Proficiency Description
<p>Grammar</p> <ol style="list-style-type: none"> 1. Grammar almost entirely inaccurate 2. Constant errors showing control of very few major patterns and frequently preventing communication 3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding 4. Occasional errors showing imperfect control of some pattern but no weakness that causes misunderstanding 5. Few errors, with no patterns of failure 6. No more than two errors during the conversation session <p>Fluency</p> <ol style="list-style-type: none"> 1. Speech is so halting and fragmentary that conversation is virtually impossible 2. Speech is very slow and uneven except for short or routine sentences 3. Speech is frequently hesitant; sentences may be left incomplete 4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for words

5. Speech is effortless and smooth, but perceptively non-native in speed and evenness
6. Speech on all general topics as effortless and smooth as a native speaker's

Comprehension

1. Understands too little for the simplest type of conversation
2. Understands only slow, very simple speech; requires constant repetition and rephrasing
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4. Understands quite well educational speech when engaged in a dialogue, but requires occasional repetition or rephrasing
5. Understands everything in normal educated conversation except for very rapid or slurred speech
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker

The numbers in each aspect are the scores for measuring students' speaking performance.

The example of data coding by using Hughes' (2003: 131) developed analytic rating scales is as follows:

Table 3.2

Students' Speaking Performance Analysis

EXTRACT	PROFICIENCY DESCRIPTION			TOTAL
	Grammar	Fluency	Comprehension	
NT : What? Hallo?? [waving his hands]				
S1 : [smiling, nervous]				
NT : What did you do during the holidays?				
S1 : [no answer, looking at the board] Um [pause] during the holidays I [pause]	6	4	6	16

NT	: Speak louder, I cannot hear you				
S1	: During the holidays I visit my grandmother				

Extracts from video recording transcription were coded by using the above table. Each extract was then labeled according to the scores for each speaking performance aspect, and total score was used to describe and conclude findings. The analysis of each extract was divided based on the discourses occurred.

3.7.2 Analysis of the Interview

The data from the interview were transcribed and analyzed as it was suggested by Asgar (1980; cited in Creswell, 2008) to "... read the transcript in their entirety several times. Immerse yourself in the details trying to get a sense of the interview as a whole before breaking it into parts" (p.103). The analysis of interview data was based on the aims of the study.

Unfortunately, this study also has some limitation since there is a possibility that some aspects of speaking performance can't be measured thoroughly. Furthermore, Hughes (2003) states that there is no guarantee of what pattern of scores for students' speaking performance should be regarded as satisfactory. Moreover, she adds that it is a matter of agreeing, on the basis of experience, what failures to reach the expected standard on particular parameters

are acceptable. Thus, further study should be concerned with a more precise and thorough aspect in measuring speaking performance.

At the end of these processes, the findings were interpreted and reported based on the data coding analysis and the transcribed interview.

3.8 Conclusion of the Chapter

This chapter has presented the research methodology in conducting the study. It includes the research design, the formulation of problems, population and sample, research procedures, data collection, and data analysis. The report of the research findings will be further explained in the next chapter of the study.