CHAPTER III

RESEARCH METHOD

3.1. Preliminary Study

In this research, the writer did the preliminary study before doing the research. The writer did the preliminary study on February 2011 in a tourism department in a university in Bandung as a background for the observational focus. The writer did approaching with the site and the participant which would be investigated. The study was focused on students' speaking in classroom interaction. The observation was conducted in three times. Direct observation, closed-questionnaire, and unstructured interview to students were done to collect the data.

Preliminary research has advantages, as Maxwell (2003) expresses that by using preliminary research, the researcher can try to test the methods and investigate the implication, or "to inductively develop grounded theory". Other advantages can also find why the writer should do the preliminary research; to convince the writer about the study will be conducted, to get information about the problems will be faced, to understand and modify the theory, and to help researchers generate the theories.

From students' responses to the questionnaire it is found that in speaking, they still mix English with *Bahasa Indonesia*. It showed that 80% students use English and *Bahasa Indonesia* when they are interacting in the classroom. Students also did not use the correct grammar of English in speaking. It is showed

by 70% of students that they strongly disagree to use the correct grammar when they are speaking English. In classroom interaction, 75% of students were delighted with a teacher who uses English fully in the classroom. There are 55% of students responded that teaching learning process in the classroom was still dominated by the teacher. In teaching learning process, 65% of students felt satisfied with English class condition and situation, because they are always motivated by the teacher to participate and speak English by giving students reward and praise.

In the interview session with six students, they almost gave the similar answer. They agreed that in speaking English and participating in the classroom, they just need to speak out first without caring about their grammar, accent, and pronunciation. But they were still afraid of participating in the classroom interaction because they lack vocabulary. They got stuck and felt embarrassed if they could not continue what they were saying because they did not know the vocabulary in English. Therefore, most students chose to sit silently and listen material carefully in classroom interaction because they were not confident to speak. Few students who got high confident to participate, they always get the opportunity to share their opinion and answer the questions from the teacher.

Based on the data above, it could be concluded that classroom interaction was still dominated by the teacher and 3-5 students. Most students were still afraid to speak English in the classroom because they still lacked vocabulary, grammar, and pronunciation. The classroom interaction was just for active students who

always participate in teaching learning English. The rest of them just saw and heard the teacher and the active student interacted in the classroom.

3.2. Research Site and Participants

3.2.1. Research Site

This study was carried out at Department of Tourism Marketing Management of a university in Bandung. There were two reasons why the researcher chose it as a research location. First, the Department uses English as their medium of teaching learning process, and speaking English is a skill that must be mastered by the students because they are prepared for international class and students' exchange. Then, the last reason was related to the research questions which were implemented at the English lesson in this department so that it enables the researcher to find the data about the interaction between the teacher and the students in speaking activity in classroom and the students' speaking performance in different classroom interaction patterns.

3.2.2. Participants

The sample in this study was class 2A students of the Department of Tourism Marketing Management. The participants consisted of 45 students. The sampling used a purposive sampling technique to get the sample of data resource in a certain consideration (Sugiyono, 2008). Maxwell (1996) cited in Alwasilah (2008: 147) notes the aim of choosing purposive sampling:

✓ *Karena kekhasan atau kerepresentatifan dari latar, individu, atau kegiatan.*

✓ *Demi heterogenitas dalam populasi.*

✓ *Untuk mengkaji kasus-kasus yang kritis terhadap (mementahkan) teori-teori yang ada.*

✓ *Mencari perbandingan-perbandingan untuk mencerahkan alasan-alasan perbedaan antara latar, kejadian, atau individu.*

3.3. Research Method and Data Collection Technique

3.3.1. Research Method

The writer used qualitative research to which focus on specifics number or people. Maxwell (2003) points out the strength of qualitative research as follows:

✓ Comprehending "the meaning" of situation, condition, attention, and anything that included in the study, and the effects of the study to participants' behavior. In this research, teaching-learning process runs as usual. Students aware of researcher' existence, but they were not disturbed of that.

✓ Comprehending "the context" that occurred in the classroom and the influence towards students' action. In this research, the teacher is more dominant in teaching learning process. There are just 5-7 students who sit at the front line are active in classroom interaction.

✓ Comprehending the "unanticipated" situations, conditions, and effects towards participants' action, and "generating" the previous theories by the new grounded theories.

✓ Comprehending "the process" of the study, namely started by searching and adjusting the site, observing, analyzing, and concluding.

✓ Evolving "the casual explanation".

Qualitative research method was chosen in this study to enable researcher to study students' speaking English in classroom interaction. Qualitative research method was designed to help the writer understand people and the social and cultural contexts within which they live. "Qualitative data sources include observation and participant observation (fieldwork), interviews and questionnaires, documents and texts, and the researcher's impressions and reactions" (Myers 2010). Kaplan and Maxwell (1994) cited in Myers (2010) argue that the aim of understanding a phenomenon from the standpoint of the participants and its particular social and institutional context "is largely lost when textual data are quantified".

3.3.2. Technique of Collecting Data

In collecting the data, the writer used some instruments, and to check the trustworthiness the data, triangulation method was conducted. Sugiyono (2008) states that triangulation is a technique to gather the data by adding together the source and the data. Triangulation refers to the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings. Stainback (1998) cited in Sugiyono (2008) notes that "the aim of triangulation is not to determine the truth about some social phenomenon,

rather the purpose of triangulation is to increase one's understanding of whatever is being investigated".

The writer used questionnaire, a video recorder, an interview guide, and observation sheets, in collecting data. The questionnaire was focused on questions regarded as short and easy questions to detect the data of language use and motivation of students' talk in speaking when they were learning English in the classroom. The interview was focused on the role of classroom interaction towards teaching and learning activity when the students were studying English in the classroom. The observation observed directly students' speaking English in different classroom interaction pattern. Then, video recorder was conducted to complete data in order that could be watched and observed in many times.

3.3.2.1. Observation

Observation was conducted to see the condition and situation when teaching-learning process taken place in the classroom. Students' behavior and action were observed directly. Field notes were used to complete the data based on the writer perception. Maxwell (2003: 74) points out that observation can make the researcher to make "interferences" about someone's perceptive that can not be obtained in collecting data by interview. The writer did direct observation to get the data of students' speaking English in classroom interaction. Observation was done to see the situation and accident that occurred in classroom directly. In this observation, the writer acted as an active participant which came into the classroom and saw how the teaching-learning process conducted. Active participation means "the researcher generally does what others do in setting do"

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(Sugiyono, 2008: 227). In this observation, the writer will use Hymes'
SPEAKING model (Hymes: 1974) that is described as follow:

- ✓ Setting and Scene: "Setting refers to the time and place of a speech act
  and, in general, to the physical circumstances". Scene is the "psychological
  setting" or "cultural definition" of a scene, including characteristics such as
  range of formality and sense of play or seriousness.

- ✓ Participant: means "speaker and audiences".

- ✓ Ends: "purposes, goals, and outcomes".

- ✓ Act Sequence: "form and order for the event".

- ✓ Key: "cues that establish tone, manner, or spirit."

- ✓ Instrumentality: "form and style of speech"

- ✓ Norms: "Scene is the "psychological setting" or "cultural definition" of a
  scene, including characteristics such as range of formality and sense of
  play or seriousness".

- ✓ Genre: "the kind of speech act or event".

3.3.2.2. Video Recording

The writer did video recording of the classroom interaction, watched it
in many times and then analyzed it. The writer also made observational notes
while the teaching-learning activity was going to be conducted and been a
participant in teaching-learning activity. The video recording was used to
complete the documents in collecting data of the study. Its document was a
complement of observation and interview in qualitative research (Sugiyono,
2008). The video was watched and analyzed to answer the research question.

Bogdan cited in Sugiyono (2008: 240) says that "publish autobiographies a readily available source of data for discerning qualitative research". The video recording would be strengthened the validity of the data.

3.3.2.3. Questionnaire

Questionnaires are an inexpensive way to gather data from a potentially large number of respondents. Questionnaire was also administered to the students to compile more data. In this study, the writer used questionnaire with closed questionnaire format and apply liker scale of question type. The questionnaire consisted of five responses category: Strongly Agree (SA), Agree (A), Neither Agree (NA) / Uncertain (U), Disagree (D), and Strongly Disagree (SD). Questionnaire could be used to get the data based on opinion, behavior, action, or subjects' perception (Alwasilah, 2008). There were two questionnaires were administered to subject; about students' motivation in speaking English and students' motivation in participating in classroom interaction, which consisted of fifteen questions for each questionnaire.

3.3.2.4. Interview

The interview was conducted after the students answering the questionnaire. It was done to know students' perception about the interaction in speaking English in the classroom. Alwasilah (2008: 154) argue that interview can be used to get "in-depth information" for these reasons:

> ✓ *Peneliti dapat menjelaskan atau mem-*parafrase *pertanyaan yang tidak dimengerti resonden.*

- ✓ *Peneliti dapat mengajukan pertanyaan susulan* (follow-up questions).

- ✓ *Responden cenderung menjawab apabila diberi pertanyaan.*

- ✓ *Responden dapat menceritakan sesuatu yang terjadi di masa silam dan masa mendatang.*

The writer did the interview that was recorded and transcribed to avoid "inaccuracy and incompleteness" data (Alwasilah, 2008: 171). The writer used semi-structure interview to get respondents' opinion.

3.3.3. Researcher's Role

The researcher worked hard to gather the data and the information accurately. The role of researcher in this study was an observer participant and active participant who conducted and analyzed the research naturally. As an observer participant, the researcher used an observation type called opened observation (Sukardi, 2003).

In accordance with this study, the researcher's attendance as active participant was known by all participants when the researcher was conducting the research around participants. The researcher sat at the back and noted the classroom interaction and students' speaking English. Sometimes, the researcher gave participation in classroom activity.

3.4. Data Analysis

The study used descriptive study. The qualitative method was used to analyze the data from interview, observation, field notes, and video recording. Maxwell (2003: 78) expresses that the prior step in qualitative analysis is reading the interview transcript, observational notes or documents that will be analyzed. As the final result of the study, the writer compared and matched the data. Then, data were analyzed by triangulation technique to provide a vast amount of information. Alwasilah (2008: 150) states that the use of triangulation technique is due to its advantages that can be described:

> There are two advantages that the triangulation may offer to the researchers, and they include (1) reducing the risk of making the research conclusion limited to a certain method or to a certain data source, and (2) increasing the validity of the research conclusion can be made to a broader extent.

After analyzing the data, then describing data related to the categories relevant to the research questions.

3.5. Validity

Validity refers to exactness of the data which is reported with the data substantively. The data which are reported by the researcher should not be different from the truthfully data that had been a research object in the field. Sugiyono (2008) says that the research instruments have to be tested to check the validity and reliability to get the valid data. The evidences of research could be used for rebutting the threatening of validity.

Chaudron (1988b) cited in Allwright and Bailey (1991: 48) notes that there are three types of validation in classroom research:

- ✓ Construct validation

  Involves trying to determine, usually through the use of two different measurements of the same underlying concept or trait, that it is verifiable and can be 'captured' through various measurement procedures.

- ✓ Criterion-related validity

  Some form of measurement is used to measure a trait along with another form, and the latter is judged by how well its results correspond to the measurement derived from former.

- ✓ Treatment validation

  This focus is closely related to the process component of process-product studies; the researchers try to document that the treatment was in fact implemented and that it was identifiably different from whatever it was being compared with.

  According to Ratcliff (1993, 20-31) validity in qualitative research can be found by:

- ✓ Divergence from initial expectations--see personal notes kept from the beginning to see how the data has pushed you from initial assumptions

- ✓ Convergence with other sources of data--using variation kinds of triangulation and comparisons with the literature

- ✓ Extensive quotations--from field notes, transcripts of interviews, other notes

- ✓ Other research data--such as archival data, recordings (video or audio)

- ✓ Independent checks/multiple researchers--more than one person involved in the research of those studied; team research approach or other sources of verification.

- ✓ Member check -where you go back to those researched, at the completion of the study, and asks them if you are accurate or need correction/elaboration on constructs, hypotheses, etc. Some take this to the point of the researcher and those researched working together in the planning, conducting, and analysis of results.

Alwasilah (2008) states that validity is the truth and the honesty of a description, interpretation, conclusion, explanation, and all of the reports. In this research, the researcher provided the evidences of research report for substantiating the truth and the honesty of the data. Triangulation is typically a strategy (test) for improving the validity and reliability of research or evaluation of findings (Golafshani, 2003, vol 8 no.3 p.603). Mathison (1988) cited in Golafshani (2003, vol 8 no 3 p.603) elaborates this by saying:

Triangulation has raised an important methodological issue in naturalistic and qualitative approaches to evaluation [in order to] control bias and establishing valid propositions because traditional scientific techniques are incompatible with this alternate epistemology. (p. 13)

Triangulation of data compiling technique was taken to examine the credibility. Questionnaires, interview, and observation was done to guarantee the credibility.

Interview ⟷ Observation

Questionnaire/Document
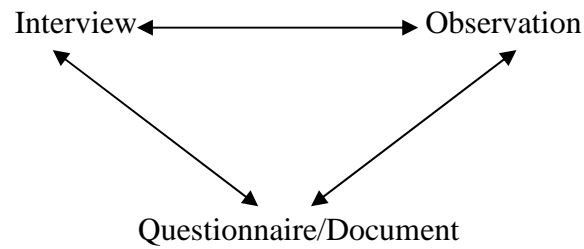
Picture 3.1. Triangulation of data compiling technique

The data that were acquired by observation then was checked by questionnaires and interview. Observation was done to record participants' behavior when they were speaking in classroom interaction. Questionnaires were administered to obtain the information that was emerging in the classroom. Interview was also administered to recognize participants' opinion, perception, and experience when they were interacting in the classroom.