

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research belongs to descriptive qualitative in nature using conversation analysis approach which intended to discover the regulation of the conversation process (Sidnell, 2013: 77). This research intended to identify clearly about the structure of particular conversational mechanism that also provide for several evidence for claiming it (Markee, 2000: 23). The researcher observed the students' speech performance in speech extracurricular, analyzed their use of communication strategies and explored how and why students used certain communication strategies in their speech.

#### **B. Place and Time of the Research**

This research carried out at one of bilingual boarding schools located at Mangga Street, Coper, Jetis, Ponorogo, East Java. This boarding school requires the students to use English and Arabic in their daily conversation and communication with the teachers and other students. This is expected to habituate them to use both English and Arabic so that they can improve their speaking skill and communicative competence. Moreover, some extracurriculars such as morning conversation every Friday morning, giving vocabulary every night and speech training three times a week were also conducted.

This research took students of the speech extracurricular activity as the subject. Speech extracurricular itself is one of compulsory activities for all of the students. In other schools, the speech extracurricular activity were conducted to

regulate their students to perform a speech based on the concept or script given by the teachers. Students would memorize the text rather than construct their own ideas. Meanwhile, in this Islamic Boarding School for Girls, students should write their own concept before they deliver their speech, so that students could also learn to write English.

This research was conducted from January 2018 to August 2018. It was started from the instrument validation until the final report of the research. The schedule of the research presented detail in the table below.

**Table 3.** The schedule of research

No	Plans	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
		Week							
1	Instrument Validation	IV - V	I						
2	Making plan		II-IV						
3	Collecting data			I-V	I-II				
3	Preparing data for analysis				III - V	I - II			
4	Data analysis					III - V	I-V	I	
5	Data Display							II-V	
6	Data validation (Interrater)								II-III
7	Drawing and Verifying conclusion								III-IV

### C. Data resources

The subject of the research was determined using purposive sampling where the choice of the subject based on certain consideration (Sugiyono, 2017: 301). The choice of the subject was based on respondent's criteria. In choosing the

subject of the research, the researcher cooperated with the teachers of LAC (Language Advisory Council) as the department responsible of language programs in Islamic Boarding School for Girls. The teacher recommended twelve students out of 456 students from seventh-grade students, eighth-grade students, tenth-grade students and eleventh-grade students who have fulfilled the key respondent criteria. All of them are good in speech and experiencing the speech competition before.

In order to set the students to perform their speech naturally, the researcher cooperated with MM and the teacher from LAC to manage their speech schedule. Therefore students did not know when they would be observed by the researcher. The researcher selected only eight students as the research subjects and the respondents of interview due to the limited time. The researcher could only observe two students each week because the speech extracurricular was held once a week. These subjects consisted of two students from each grade from grade seventh, grade eighth, grade tenth and grade eleventh and all of them were female because the boarding school particularly for the female.

**Table 4.** The information about the research subjects

<b>Subject</b>	<b>Category</b>	<b>Description</b>
Student A	Class	VII A
	Age	13 years old
	First Language	Javanese
	Experiencing in the speech contest	Yes
Student B	Class	VII B
	Age	13 years old
	First Language	Javanese
	Experiencing in the speech contest	Yes
Student C	Class	VIII B
	First Language	Javanese
	Age	14 years old
	Experiencing in the speech contest	Yes
Student D	Class	VIII A
	Age	14 years old
	First Language	Javanese
	Experiencing in the speech contest	Yes
Student E	Class	X IPS A
	Age	17 years old
	First Language	Javanese
	Experiencing in the speech contest	Yes
Student F	Class	X IPA
	Age	16 years old
	First Language	Bahasa Indonesia
	Experiencing in the speech contest	Yes
Student G	Class	XI IPS A
	Age	18 years old
	First Language	Javanese (Ngapak)
	Experiencing in the speech contest	Yes
Student H	Class	XI IPA
	Age	17 years old
	First Language	Javanese
	Experiencing in the speech contest	Yes

## **D. Data Collection Technique and Instrument**

In the present research, the data collected through multiple sources of information. Observation, interview, and documents were used in order to get the comprehensive data and information.

### **1. Observation**

In order to make students deliver their speech naturally without feeling disturbed by researcher's presence in the class, the researcher applied non-participant observation. The researcher did not involve in the process or activity of the subject of the research (Sugiyono, 2017: 197). The researcher attended the speech extracurricular without doing any direct interaction. The researcher observed seven times in nine different speech extracurricular's groups. The speech extracurricular usually began at 14.45 until 15.30. During the speech extracurricular, the researcher observed the process of speech extracurricular from the beginning when MM entered the class till the end of the closing of the program. Nevertheless, when the researcher had to observe in two different groups in one day, the researcher would not observe fully from the beginning of the program to the end. The researcher would move to the next group in the middle of the program. The researcher also wrote some observation notes related to the students' speech process and the communication strategies used by them. The researcher video recorded and audio recorded the students' speech by using two mobile phones.

## 2. Interview

The researcher employed semi-structured interview where she used interview guide to help her to categorize the data. The researcher did not thoroughly use the interview guidelines in the interview. The researcher let the conversation between respondent and researcher run smoothly. The detail information about the interviews' schedule is presented in table 5 below.

**Table 5.** The schedule of Interview

No	Respondent	Date	Time and Duration	Place
1	Student C	Tuesday, 13/03/2018	07.11–07.26 PM (10''55'')	In Broadcasting Office
2	Student C	Friday, 16/03/ 2018	06.55 – 07.15 PM (20''55'')	In Broadcasting Office
3	Student F	Friday, 16/03/ 2018	04.00 – 04.40 PM (40''41'')	In front of Education Office
4	Student A	Tuesday, 27/03/2018	02.36 – 03.01 PM (25''40'')	In front of Education Office
5	Student B	Tuesday, 27/03/2018	03.02 – 03.26 PM (24''30'')	In front of Education Office
6	Student H	Thursday, 29/03/2018	02.29 – 02.54 PM (24''41'')	In front of Education Office
7	Student G	Thursday, 29/03/2018	03.04 – 03.28 PM (24''00'')	In front of Education Office
8	Student E	Monday, 02/04/2018	02.50 – 03.12 PM (22''00'')	In front of Teachers' office
9	Student F	Monday, 02/04/2018	03.13 – 03.27 PM (14''27'')	In front of Education Office
10	Student C	Tuesday, 03/04/2018	02.50 – 03.01 PM (11''30'')	In front of Teachers' office
11	Student D	Tuesday, 03/04/2018	03.14 – 03.25 PM (11''00'')	In front of Teachers' office
12	Student D	Tuesday, 03/04/2018	04.38 – 05.03 PM (25''00'')	In front of Education Office
13	Student A	Friday, 06/04/2018	08.39 – 08.53 PM (14''05'')	In Broadcasting Office
14	Student B	Saturday, 07/04/2018	08.25 – 08.39 PM (14''00'')	In Broadcasting Office
15	Student E	Saturday, 07/04/2018	08.57 – 09.04 PM (11''26'')	In Broadcasting Office

With regard to the purpose of this interview to investigate the students' reason for using communication strategies, the researcher interviewed all of eight subjects of the research. All the interviews process were voice recorded using a mobile phone by the researcher. In order to ease the process of analysis data, the recorded data were transcribed and coded by the researcher.

### **3. Documentation**

Many document data such as students' book of speech training concept, students' book of the summary of speech were also used to give additional information. The students' book of speech training concept was used to confirm the transcript of speech data and to strengthen the observation data.

## **E. Trustworthiness**

In the present research, the research validity and the reliability of the data were determined using four procedures. Sugiyono (2017: 365) explained that the trustworthiness in the qualitative study related to validity and reliability is determined into four procedures. They are credibility, transferability, dependability, and confirmability.

### **1. Credibility (Internal validity)**

In order to get credible data, the researcher used triangulation where three different methods used to collect the data. Observation, interview and documentation were employed in this research. The researcher also used member check to know and to check whether the collected data were appropriate or not. After the interview data were transcribed by the researcher, the researcher reduced the data, wrote it on paper and showed it

to the students (informant) individually. After they agreed with the result, they signed on the member check allegation.

## **2. Transferability (External validity)**

In order to comply with the transferability of the data, the researcher had tried to report the research in a clear and understandable way. The researcher wrote it in a detail, clear, systematic and believable format. All of the information, the way in collecting the data and how the researcher provided the data was explained clearly in the research so that the research is able to be transferred by other researchers in different settings or contexts. Sugiyono (2017: 373) argued that the results of the research should be able to be transferred and generalized to other settings or contexts of the research.

## **3. Dependability (Reliability)**

Dependability of qualitative data is concerned with the consistency of the research result when observing the same thing twice or it similar to the repeatability of the research measurement. It is also related to the measurement quality (Wahyuni, 2012: 43). In order to get the good quality of measurement, the research data were also checked by one of Yogyakarta State University lecturers (Mrs. DS) as the interrater. The result showed that both researcher and interrater have the same contemplation on the research data.



#### **4. Confirmability**

The confirmability of the research refers to the objectivity of the research and the research is objective when the result is being agreed upon by many people. According to Sugiyono (2017: 374), the confirmability has similarity with dependability test so that it can be done together in the process of the research. Accordingly, the researcher used interrater to measure both of the dependability and the conformability of the research.

#### **F. Data Analysis Technique**

In the present research, the research data were analyzed using Miles, Huberman, & Saldana (2014) technique of analysis which have three main components of analysis. They are data condensation, data display and drawing and verifying conclusions.

##### **1. Data condensation**

In data condensation, the researcher has selected, focused, simplified, summarized and transformed the complete data which collected from observations, semi-structured interviews and documentation into more specific. According to Miles et al. (2014: 12) the condensation process occurred continuously throughout the process of the research project until the final report is over. Therefore, that the researcher has tried to sort out the data carefully in order to get the appropriate data.

In the following phases how the data from each of research instrument was analyzed would describe clearly.

**a. Procedure of Data Condensation of Observation Data**

In the present research, the researcher observed the speech training activity by entering several speech training groups. To start with, the researcher audio and video recorded their speech performance. Afterward, the data were transcribed by the researcher into Microsoft word format. In order to identify the students' use of communication strategies and how they apply those strategies, the researcher reread the transcripts data and watched the video several times. While the researcher watching the video and reading the transcribed data, the researcher wrote some notes, coded the data and categorized the students' use of communication strategies. The data were coded based on the kinds of communication strategies used in the present research (see Appendix C). After the data were coded, the data displayed in the Table 6 as follows.

**Table 6.** An example of coded data in students' speech transcript

No	Code	Data	Communication strategies		Explanation
			Compensatory		
			Pause & Filler	Restructure	
	SA.T1.26	<u>We must er.. moslem, we as moslem we must</u> keep our part of body which may not <u>be visible er.. be visible</u> while performing a rifa <u>two.. two</u> genitals all, except face and palm of hand.	√ √	√ √ √	Student use implicit appeals for assistance by looking at the audience, and she looks like wanted to make sure that her speech is correct.

## b. Procedure of Data Condensation of Interview Data

The semi-structured interview was employed by the researcher to collect the data related to the students' reason for using communication strategies in their speech. All of the subjects of the research were interviewed by the researcher. All the interview processes were audio recorded then transcribed in the Microsoft Word format. The researcher coded and selected the data based on the students' reason on using communication strategies. The data were coded and selected in the form of table as follows.

**Table 7.** An example of coded data in students' interview

Example (Student C interview, Line 36-39)		
Strategy	Interview transcript	Code
Self repair or restructuring	<p>R : <i>Mungkin kemaren anti apa ya.. banyak ngulang-ngulang kayak gitu, kenapa? Lupa, apa?</i></p> <p>(Maybe, yesterday you repeated your speech many times. Why you did that? Did you forgot about it?)</p> <p>SC: <i>Mungkin iya..(Yes, maybe)</i></p> <p>R : Nervous? (are you nervous?)</p> <p>SC: <i>ya.. gara-gara belum siap mungkin, terus lupa. Sebenarnya kalok seumpama gimana sih kalok mau pidato kayak gitu pasti udah prepare dari awal tapi mesti.. ana sendiri kalok semisal speech contest aja udah prepare banget malah sebelum naik ke pangungnya itu udah bener-bener siap, tapi kalok dipanggungnya itu udah pasti ada yang lupa, bait ini lupa lupa kayak gitu.</i></p> <p>(Maybe I forget because I am not ready. Actually, I always prepare it before I deliver my speech. Though, when I participate in speech contest, I have really prepared before going to the stage, but on the stage, of course, I forgot something, forget some lines like that.)</p>	SC.W1.36-39

## **2. Data Display**

In this phase, after the data were coded and selected, the data were displayed in different ways. The observation data on the students' use of communication strategies were displayed in the form of matrices (table) to ease the researcher in organizing the data and to give systematical information in order to make the conclusion drawing.

In the basis of the same goal, the interview data were also displayed in the table to categorize and generalize the students' reason for using communication strategies. Meanwhile, to categorize the difference between MA students and MTs students in using communication strategies, the data were displayed in the chart form in order to illustrate the differences clearly.

## **3. Drawing and Verifying Conclusions**

The last phase is drawing a conclusion and verification. The conclusion is the answers to the research questions, so that the final conclusion may not be concluded before all of the data collection is over. Miles et al., (2014: 13) argued that the standard for quality of conclusion consists of confirmability, dependability, authenticity, transferability and action orientation. It was related to the trustworthiness used in this research.

However, before making the conclusions, the researcher has done all of the requirements to fulfill all of the trustworthiness processes. In the process of analysis, the researcher has been supported the finding of the research with some related theories and previous research to strengthen the findings. After all

of the analysis process and trustworthiness process is enough, the researcher made a conclusion based on the research question of the present research.