

CHAPTER III

RESEARCH METHODOLOGY

Research methods are defined as scientific ways to obtain data with certain objectives and circumstances, which is to produce research that is scientific and has qualifications as well as the criteria in the thesis. This chapter presents reasons for research and analysis method. The researcher explains the research and analysis method, outlines the procedure for collecting and analyzing data, and reveals the boundaries of the research. Chapter III contains the following sections.

A. Research Method

In this research, the researcher used descriptive research with a qualitative approach. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and their observable behavior. The approach is directed at holistic settings and individuals. While according to Zuchri Abdussamad, qualitative research is a particular traditions in the social science that are fundamentally depends on human observation of the area themselves and relate to these people in language and the terminology.¹

The approach in this research is descriptive. Qualitative research is description of the meaning of data or phenomena that researchers can capture by showing evidence. The meaning of this phenomenon it really depends on the ability and sharpness of the researcher in analyzing it. In addition, Sugiyono stated that qualitative research method often called a naturalistic research method because the research is carried out in natural conditions (natural setting).² The qualitative approach is included in naturalistic inquiry, which requires humans as instruments because the research is full of naturalistic content, as stated that “*Naturalistic inquiry is always carried out, logically enough, in a natural setting, since context is so heavily implicated in meaning instrument*”. Research is about humans themselves, it means that researcher first need to fully understand and be adaptive to the social situations faced in the research.

Based on statements above, the researcher assumed that using qualitative method in this research was appropriate. The

¹ Zuchri Abdussamad, *Metode Penelitian Kualitatif* (Syakir Media Press: 2021), p.30

² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.7

researcher analyzed to find out the students' difficulties factors in speaking English and how to solve it.

B. Research Setting

This research was taken based on the factors of students' difficulties in speaking English. The research was conducted in the middle school (MTs) in Jepara. The reason for choosing this location because this school is a relatively new school in the village where the reseacher lives, which was founded in 2016. Even though it has only just been established, this school has quite an achievement in skills related to English, which is speaking. This can be proven by several awards that have been achieved, such as awards in the field of public speaking for participation in poetry reading competition, speeches, and others. Therefore the researcher want to know about speaking factors, which are related to the research topic, namely the factors that cause speaking difficulties in students. The research was conducted at school in the academic year of 2022/2023. The research time was carried out for approximately 2 weeks in stages starting from planning and research preparation, then continued with field data collection. Data collection was carried out in English language learning activities through observation and adjusting informants to obtain information through interviews as the core of the research and ending with a research report.

C. Research Participants

The subject of this research were the eighth grade students of MTs in Jepara. The sampling technique in this study was purposive sampling. The purposive sampling technique is sampling technique using certain considerations in accordance with the desired criteria for determining the number of samples to be studied.³ Ma. Dolores C. Tongco stated that the purposive sampling techniques also called judgment sampling, is the deliberate selection of a participants because of the qualities the participant possess.⁴ The purpose of purposive sampling technique is to select the people, participants, or other detailed information. The selection of subjects in the purposive sampling technique is based on the special characteristics that are considered to be related to research needs.

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.85

⁴ Ma. Dolores C. Tongco, *Purposive Sampling as a Tool for Informant Selection*, ScholarSpace at University of Hawai'i at Manoa, p.1

The researcher observed all of the classes. VIII A that consist of 23 students, 10 boys and 13 girls and VIII B that consists of 22 students, 13 boys and 9 girls. The reason for choosing the eighth grade as research partisipants because it was based on the consideration that the eighth grade students were in an intermediate position, or were at a stable adaptation level. This is because the eighth grade students is still at the stage of adjustment, a transition period to the environment and learning process. Meanwhile, for interview participants, the researcher took 10 students as informants. The researcher selected participants through random sampling technique or selecting participants randomly. It is intended to be an unbiased representation of the group. This is considered a fair way to select a sample from a large population because each member of the population has an equal chance of being selected. The informants data is as follows:

Informants		
Informant 1	English Teacher	
Students		Ages
Informant 2	MAA	14
Informant 3	LACA	12
Informant 4	RAA	14
Informant 5	S	14
Informant 6	SPA	13
Informant 7	SNA	13
Informant 8	GRA	13
Informant 9	AS	15
Informant 10	NLR	13
Informant 11	FAF	14

D. Instruments and Data Collection Technique

The main step of the qualitative research method is the techniques of collecting data. In this research, the researcher used observation, interview, and documentation to obtain data. The steps are as follows:

1. Observation

Sugiyono stated that observation is a complex process, a process consisting of various biological and psychological processes. The two most important are the processes of observation and memory.⁵ While according to Khalifa

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.145

Elmusharaf, observation is a technique that regularly selects, observes, and records behavior and characteristics of living things, objects or phenomena.⁶ As a method of collecting data for research purposes, observation is more observational rather than just looking or listening. In the research, simply defined that observation is ‘systematic enquiry made public’.⁷ Researchers use all of their senses to examine humans or naturally occurring situations.

The researcher observed the class to find out the difficulties factors in speaking faced by students. In data collection, the researcher used non-participant observation. In the non-participant observation, the researcher is not involved and only as an independent observer.⁸ The observer watches the situation, openly or convertly, but does not participate. This means that during the research, the research remains part of the class, only observing the condition and learning process, but is not directly involved in class activities. The researcher who visit a site and takes notes, analyze participants activity, then can draw conclusions.

The data will be in the form of field note. Field note is a record used by the research to describe the record of events that occurred in the field. In qualitative research, the researcher is the main instrument in the research. At the time, the researcher conduct research by means of observing, the research will immediately record all events in the form of descriptions in field note. In observation process, the researcher filled in field note to raise several problems in research. It can be concluded that in this observation, the researcher observing students learning activities in class to obtain data because it can support this research to find out what the factors of students’ difficulties in speaking skill and how to solve it.

2. Interview

Interview is one of the methods chosen by the researcher to collect data in qualitative research. This technique is used to complete and support primary research data. The researcher was

⁶ Khalifa Elmusharaf, *Qualitative Data Collection Techniques: Training Course in Sexual and Reproductive Health Research Geneva 2012* (University of Medical Sciences & Technology: 2012)

⁷ Syed Muhammad Sajjad Kabir, *Methods of Data Collection* (Curtin University: 2016), p.240

⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.145

used interview because the researcher wants to know more deeply information from informants regarding situation that can be analyzed through observation. Rahmadi stated that interview is data collection technique through asking a number of questions orally to the subject being interviewed. Interview technique can also defined as the method used to obtain data by asking directly face to face with respondents concerned who are the research subject.⁹ It can be used to explore specific individual views, experiences, beliefs or motivations.

This research used unstructured interview. unstructured interview is free interviews where the researcher does not use an interview guide that has been systematically prepared for data collection. The interview guide used by researcher is only an outline of the problems to be asked.¹⁰ The interview technique was chosen to obtain deeper information about the respondent regarding the topic of discussion. In the research, the researcher interviewed students at eighth grade randomly. Here, researcher used Indonesian because it can prevent misunderstandings when the interview is in progress. The reseacher asked various questions according to the outline of the problem and aimed at a goal which was to find out what factors caused students to have difficulty when speaking English.

3. Documentation

Documentary techniques or also called documentation techniques are techniques for collecting research data through a number of documents (documented information) in the form of written documents or recorded document.¹¹ Documentation is data in the research obtained from sources or information through observation and interview, such as; field notes, letters, photos, repots, etc. There are many reasons why documentation is used in research, such as; a documents are stable, context based and natural data, relatively cheap and easy to collect. Thus, it is clear that documents as a data source in qualitative research include all elements of writing, images, personal or institutional work, wether official or not, which can provide data, information, and facts regarding an event being studied. Therefore, the documents

⁹ Rahmadi, *Pengantar Metode Penelitian* (Banjarmasin: Antasari Press: 2011), p. 75

¹⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.140

¹¹ Rahmadi, *Pengantar Metode Penelitian* (Banjarmasin: Antasari Press: 2011), p. 85

referred to as data collection sources in qualitative research are those related to recording events, processes, situations or social settings regarding the event or phenomenon being studied.¹²

The documentation is method for searching data about history, geography, teachers' condition, school facilities, and students reports included as sample.¹³ The data will be in form of pictures. In the research, the researcher used the check-list documentation method, which is the method used by researchers to obtain data in the form of pictures and lists of values. The photos and list of values will be proof that the researcher actually conducted the research. It is a concern that the researcher's data is lost and this data could be used as evidence by the researcher.

E. Research Data Validity

In qualitative research, findings or data can be declared valid if there is no difference between what the researcher reports and what is actually true occurs in the object under study. Therefore, in this research, triangulation was chosen as a data validity technique. Triangulation is qualitative cross-validation. It assesses the adequacy of data based on the convergence of multiple data sources or data collection procedures.¹⁴ Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. With this triangulation technique, it is possible to obtain the widest possible variety of information or as complete data as possible. The value of data collection techniques using triangulation is to find out whether the data obtained is convergent, inconsistent, and contradictory.

In this research, the researcher used methodological triangulation, or according to Sugiyono, it is also called technical triangulation. Methodological triangulation is checking data through the same data sources with different techniques. Methodological triangulation carried out by collecting similar data but using different data collection techniques or methods.¹⁵ This can also carried out by

¹² Sapto Haryoko, Bahartiar & Fajar Arwadi, *Analisis Data Penelitian Kualitatif* (Makassar: Badan Penerbit UNM: 2020), p.179

¹³ Tasmia, "Students' Problems in Speaking English at Eight Grade of Riyadhul Amien Islamic Boarding Junior High School Muaro Jambi" (Jambi: UIN Sulthan Thaha Saifuddin Jambi, 2019), p. 37

¹⁴ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.273

¹⁵ Restu Lusiana, *Profil Pemahaman Mahasiswa Dalam Mengaplikasikan Metode Penyelesaian Sistem Persamaan Linier*, p.39

using different informants to check the veracity of the data.¹⁶ In this research, the researcher used interview and observation to check the correctness of the data. Apart from that, the researcher also used different informants during interview to collect data, which is between 10 students and an English teacher who taught in the eighth grade. These steps were carried out to test the credibility of the data, produces different data, then the reseacher carries out further discussions related data source or other parties, to be sure which data is considered correct, or maybe all of them are correct because the points of view are different.¹⁷

F. Data Analysis Technique

Sugiyono said analyzing data is a process of regularly search for and organize interview transcripts, field notes, and other materials collected to increase understanding and make it possible to present what one has or finds to others. In fact, data analysis in qualitative research is still ongoing and activity occurs during the investigation process than after process. To analyze the data, the researcher used descriptive method and qualitative analysis. Descriptive qualitative analysis provides predicates for the variables studied according to real conditions. In this research, the researcher uses Miles and Huberman's theory in analyzing the data. Sugiyono pointed out that activities in qualitative data analysis are carried out interactively and continuously until completion, so that the data is saturated.¹⁸

Activities in data analysis includes data reduction, data display, dan conclusion drawing or verification. There are three steps to take, which are:

1. Data Reduction

The amount of data obtained from the field is quite large, therefore, the researcher need to noted carefully and in detail. As has been explained, the longer researchers are in the field, the greater the amount of data, the more complex, and complicated it will be. Furthermore, it is necessary to immediately analyze the data through data reduction. Data reduction is the reduction or re-determination of data that has been produced in research. Reducing data means summarizing, selecting the main things by

¹⁶ Sapto Haryoko, Bahartiar & Fajar Arwadi, *Analisis Data Penelitian Kualitatif* (Makassar: Badan Penerbit UNM: 2020), p.421-422

¹⁷ Zuchri Abdussamad, *Metode Penelitian Kualitatif* (Syakir Media Press: 2021), p.190-191

¹⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.245-246

focusing on the important things, and looking for themes or patterns.

At this stage, the researchers compiled field data, by typing or neatly re-recording all the data they obtained from the field, in detail and systematically arranged. Then make a summary, which is sorting or separating by selecting the main data according to the focus of the research objectives being carried out. Then the theme is searched for and given a name by putting it into a classification and categorization that is appropriate to the focus and aspects of the focus. Appropriate and related data is neatly arranged systematically, entered into data categorization (data classification process). Meanwhile, data that is deemed inappropriate and unrelated or incorrect data is separated. Data that has been reduced will provide a clearer picture of the results of observation, interview, or documentation so that make it easier for researchers to find it again if needed immediately. Data reduction can also help researchers in providing codes for certain aspects.¹⁹

2. Data Display

After the data has been reduced, the next step is to display the data. The data presentation stage is a continuation of the previous stage, namely coding and data reduction through an interactive model provided by Miles and Huberman. Data display can also be interpreted as an attempt to display or present data. At the data presentation stage, researchers are able to present their research findings in the form of categories or groups of data. Sugiyono stated “the most frequent form of display data for qualitative research data in the past has been narrative text”.²⁰ Apart from narrative text, data presentation can also be in the form graphics, matrices, network, and chart. Thus, as an analytical work step, data display can be interpreted as an effort to clearly display, explain, and present the resulting data in the form of images, graphs, charts, tables, matrices, and others.²¹

Sugiyono stated, “looking at displays help us to understand what is happening and to do some thing-further analysis or caution on that understanding”. This means, by

¹⁹ Sapto Haryoko, Bahartiar & Fajar Arwadi, *Analisis Data Penelitian Kualitatif* (Makassar: Badan Penerbit UNM: 2020), p.203-204

²⁰ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.249

²¹ Sapto Haryoko, Bahartiar & Fajar Arwadi, *Analisis Data Penelitian Kualitatif* (Makassar: Badan Penerbit UNM: 2020), p.211

displaying data, researchers can understand what has happened more easily, planning further work based on what has been understood.²² In this step, the researcher displays data about students' difficulties in speaking English in eighth grade students at MTs in Jepara. From the display of the data, the researcher can draw the necessary conclusions to answer all of the questions in the research.

3. Drawing/Verification

Drawing conclusions and verifying is the third step in qualitative data analysis. This analysis step is usually carried out as an implementation of inductive principles by considering existing data patterns, or trends and presentation of data that has been created. At this stage, the researcher draws conclusions and verifies the data. After the conclusions are drawn, then the researcher re-checked the validity of the interpretation by means of triangulation or double checking the coding process and data presentation to ensure that no errors have been previously made in the data. This conclusion making and verification stage involves researcher in the process of interpreting or determining the meaning of the data presented. Then the research tries to look for additional data and draw conclusions from the combined group of data categories. That is why this analysis stage is carried out to formulate a final conclusion from a qualitative research based on categorization units (focus aspects) and the main research question (focus).²³

G. Research Ethical Considerations

Research must be conducted in an ethical manner. Ethics is defined as a method, procedure, or perspective for deciding how to act and analyzing complex problems. Another way of defining 'ethics' focuses on disciplines that study standards of behavior, such as philosophy, theology, law, psychology, or sociology.²⁴ Essentially, ethical research is an open supportive and respectful dialogue between researchers and their participants. Ensuring that individuals feels safe and are not coerced or deceived into participating in a research project is an important ethical dimensions of the research

²² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta: 2013), p.249

²³ Sapto Haryoko, Bahartiar & Fajar Arwadi, *Analisis Data Penelitian Kualitatif* (Makassar: Badan Penerbit UNM: 2020), p.212-214

²⁴ Nilesh B. Gajjar, *Ethical Consideration in Research*, Vol.2, International Journal for Research in Education, 2013, p.8

process. Ethical norms also serves the aim of research and applies to the person conducting it scientific research or other creative activities. To understand the discourse of academic research, being aware of what is meant by research ethics is an important part of planning a research project. Issues in ethical research are the basis of this chapter. Researchers must always ensure that participants are safe from harm and protected from unnecessary stress. These are all areas of ethics.²⁵

Consequently, all participants must be treated equally and must receive careful consideration for every point they make during investigation. Individuals must be treated fairly, sensitively and considerately, with dignity, and free from prejudice in recognition of their rights and differences arising from age, gender, sexuality, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political beliefs or other important characteristic. Research participants must be given clear and complete information regarding the main aims and objectives of the research, procedures, and potential results, as well as about their involvement and any associated risks. To motivate the participants, researchers can make them aware of the benefits of research for society. There is room for flexibility in this policy in very limited circumstances and unusual research setting, for which explicit guidance is provided:

1. Research participants' anonymity and the privacy of their information must be protected. Researchers should make every effort to protect the anonymity of the research participants and the privacy of data.
2. There can be no compulsion involved in the research process, and all participants must voluntarily take part. In this respect, researchers must establish a clear and transparent relationship and interaction with all the participants during the different phases of research.
3. Participants in research should not be put in danger.
4. Any conflicts of interest or partiality must be made explicit, and the independence of the researcher must be clear. Researchers should raise participants awareness about their neutral and unbiased stance, otherwise this could result in distortion of the truth and the falsification of the findings.²⁶

²⁵ Marcelle Cacciattolo, *Ethical Considerations in Research*, The Praxis of English Language Teaching and Learning (PELT), 2015, p.55-71

²⁶ Fouzi Bellalem & Chahrazed Mirza, *Ethical Considerations in Qualitative Research: Summary Guidelines for Novice Social Science Researchers*, Vol.11, Social Studies and Research Journal, 2023, P.442-446

These are the conditions that researcher must consider and carry out when collecting data in a study. To ensure the seriousness and adaptability of their research, the importance ones is the researchers must maintain a formal yet relaxed relationship with the research participants during the process of data collection. Because Unethical behaviour that is displayed by researchers can also compromise the validity and trustworthiness of data thesis collected.

