

CHAPTER III

RESEARCH METHODS

3.1. Setting

This research was conducted in vocational school (SMK) NU Tulungagung that is located in District Boyolangu, Tulungagung. SMK NU Tulungagung has been a place of research implementation for the following reasons:

1. This vocational school were a very attentive school to the development English as the second language.
2. The school had many facilities to support English learning proses in the form of the hall and loud speakers.
3. The school had some special English teachers graduates S-1 in English.
4. This school has an internship program to Japan. It makes the English becomes a very important lesson for them.
5. This school has a teaching factory.

With the above considerations, the researcher finally decided Vocational High School (SMK) NU Tulungagung as a research location.

3.2. Research Design

In this study, the authors used a qualitative descriptive method. This qualitative descriptive method is used to describe systematically the facts or characteristics of a particular population or a particular field (Iqbal Hasan, 2002: 22).

Nasution (2003: 18) also said that a qualitative research also naturalistic study. It is called qualitative research because of the nature of the data collected patterned qualitative, not quantitative, because it does not use measuring tools. It is called naturalistic, because the situation in the field of research is natural, without being

manipulated, regulated by experiments or qualitative test. The research would be trying to construct reality and understand its meaning. So, qualitative research is usually very attentive to processes, events, and authenticity.

According to Burgess (2003: 17) actually included a number of qualitative methods of research methods including field work, field research, case studies, ethnography, interpretative procedures, and others. This study used case studies to collect data, extract meaning, and gain an understanding of the difficulties faced by students on the aspects of speaking skills in English language learning in primary schools. The case study was a study aimed at collecting data, extract meaning, and gain an understanding of the case. Danim (2002: 54-55) stated that case study or field study intended to intensively study the background of the current situation and position, as well as certain environmental interactions social unit that is what is given.

The conclusion of the case study applies only to the case. Case may be one person, one class, one school, and others. According Danim (2002: 55), the research subject can be an individual, group, institution or community. He added, it is a case study depth study on a particular social unit that the results it gives a broad overview and deep understanding of a particular social unit. The results of this study also only applies to situations at the vocational school. The data collection techniques can be used observation and interview.

3.3. Data and Data Sources

This study did not use a population due to depart from the cases found during the researchers conduct a preliminary study. Sugiyono (2008: 216) considered that in a qualitative study did not use the population as a qualitative research departs from particular cases that exist in certain social situations and the study results will not be

applied to the population, but transferred to another place on the social situation which has similarities with the social situation in the cases studied.

Therefore, this research also does not recognize the sample. Because the sample is part of the population. This means that there would be no samples if there are no populations. In qualitative research is more familiar with the term 'informant-speakers' than the term sample (Sudarsono, 2007: 3). Furthermore, according to Raymond (2009: 2-3), in a qualitative approach, there are several terms used to refer to the subject of research, including informants, participants, and stick with the subject term. Whatever the term, the most important is how the relationship with the subjects of the study investigators. Subjects are seen as an individual who dignified the whole person, rather than a source of information or objects of research. The researcher continued to use the term to refer to the subject of the research.

The researcher referred to students of SMK NU Tulungagung as research subjects. Then the researcher selected all of the abilities of students of high, medium, and low in learning English. The difference lied in the ability of the various aspects that make up the ability or role in learning activities, such as: attention, observation, memory, intelligence, and a special talent (Wardani, 1997: 22-24). By taking these three characteristics of these students, the data obtained would represent all the characteristics of students in grade 12 SMK NU Tulungagung. The students who become the subject of this study will be 78 students. In addition to seeing the value of students' documentation, the author was assisted by 11th grade English teacher to describe the behavior of students last year.

Patton (Raymond, 2009: 3) argues that "in qualitative research, especially case studies, there are no standard rules on the minimum number of participants." The number of students is taken based on the time constraints. This is in line with the

statement Raymond (2009: 3) that a more pragmatic considerations sometimes also can be resposible. These considerations include the problem of limited time and funds. So, in addition to limiting the number of subjects is determined if the data obtained from the study subjects are no longer found new information, can also be based on budget and time constraints.

3.4. Data Collection Technique

In the process of data collection, the researchers used a set of data collection tools presented by Marshall, Rossman as cited in Sugiyono (2008: 225), including:

1. Observation

Observation is the basis of all science. Scientists can only work based on the data, the facts about the world of reality obtained through observation (Nasution, 2003: 56). According to Hermawan (2007: 151), observations simply be interpreted as observations by using the senses of sight and do not ask questions. Observations carried out directly, where the implementing observation (observer) is physically present and personally monitor what is happening. Direct observations made in school and in the classroom as research areas regarding the implementation of learning English.

Observation is one of the technique that is used to collect the data. The researcher is able to find the answers by focusing and taking participant in an event or activity. Observation is taking regular conscious notice classroom action and occurrences, which are particularly relevant to the issues or topics investigating (Burns, 1999:80).

In this research, the researcher is as active and passive participant to get the data. The researcher joins the class and observes the teaching process. The researcher observes passively without doing any involvement in the classroom

teaching and learning process. The observation conducts to get the data about the students' difficulties in teaching learning process of speaking skill. To get the data, the researcher uses both recording and note the teaching learning process. The recording has been run by recorder equipment, which is video recorder or voice recorder. The researcher prepares the recorder before the class is started. The researcher places the recorder near the teacher to get the clear voice. The note has been taken by researcher herself during the observation. The researcher prepares checklist noted before going to observe. Finally, to ensure the obtained data, the researcher compares both the fieldnote and the recording. The recording is transcript and will be the additional proof to complete the taken note.

The researcher observes what happens during the teaching learning process, especially in learning speaking. The researcher observes the difficulties that is faced by students' in speaking skill.

2. Interview

Moleong (2000: 135) argued that the interview is a conversation with a purpose. The conversation was conducted by the two parties, namely the interviewer who asked questions and interviewed the answer to that question.

Before carrying out interviews, the researchers prepared a research instrument called the interview with interview guides. These guidelines contain a number of questions or statements that request to be answered or responded to by the respondent.

According Arikunto (2006: 155), interview is a dialogue conducted by the interviewer to obtain information from respondents. Physically indistinguishable interview on structured interviews and unstructured interviews. Suprayogo and Tabroni (2001: 172) stated the interview is direct and face to face conversation with

a purpose. This conversation is carried out by the two sides, the interviewer who asked questions and interviewed the answer to that question. Conducting the interviews in general intention isto explore the world of cognitive structure and meaning of the behavior of the subject under study. In particular, Licoln and Guba as cited in Suprayogo and Tobroni (2001: 173) suggested the purpose of the interview include constructing about people, events, activities, organizations, feelings, motivations, demands, concerns

The interview was the part of the research, but the success or failure of the interview depends on processes occurring intaraksi is insight and understanding (Nazir, 1985: 235). In the interaction issued that are under the perception cues (subliminal cues) is known for its difficult between the interviewer and respondent not know know. The smoothness of the interview is strongly influenced by their report cards. Report cards are: (1) a situation where there has been a psychological relationship interviewer with the respondent, where suspicion of respondents had lost, among respondents with the interviewer has existed atmosphere communicating honestly and fair; (2) a reasonable ambience or atmosphere in a conversation, not a made-up or embedded into an interview; (3) a deep connection such as openness, tolerance, friendly, understanding and compatriots in the interview process; (4) how to dress, how to use words, respect and friendly and not pretentious of the interviewer; (5) facial expression without too many strings attached (Nazir, 1985: 243)

According Patilima (2005: 74-75), interviews would be done for two reasons: (1) the researchers can explore for not only what is known and happen forthe subject under study, but what is hidden deep within themselves the subject

of research; (2) what is asked of the informants could include things that cuts across time, with regard to the past, present and future.

3.5. Data Analysis Techniques

In qualitative research, data analysis starts from the beginning. The data obtained from the field must be set forth in writing and analyzed (Nasution, 2003: 129). Data analysis in qualitative research conducted since before entering the field, while in the field, and after its completion in the field (Sugiyono, 2008: 245). The qualitative research is expected since the beginning of the data collection was immediately conducted an analysis of the data by performing the interpretation to solve the problems encountered.

Researchers analyze the referring data to the three grooves according to the data analysis process Miles and Huberman (2007: 16), we consider that the analysis consists of three flow of activities occurring simultaneously: data reduction, data presentation, and conclusion / verification. The stages can be explained as follows :

1. Data Reduction

The researcher carries out the analysis during data collection according to Miles and Huberman (2007) are:

First, the researcher summarizes the data in the direct contact with the people, the events and the circumstances at the sites. In this step, the researcher also selected and summarized the relevant documents.

Second, the encoding. The researcher encoded at least four of the following rules, they are:

- a) Using symbols or summary.
- b) The code was built in a certain structure.
- c) The code was built with a certain level of detail.

d) Built entirely in an integrative system.

Thirdly, in the analysis during data collection, the researcher made the note objectively. The researchers noted at once classify and edit the answer or the situation as factual as or objective-descriptive.

The fourth, the researcher made a reflective note. the researcher wrote what was patently in the relation to the objective record of the above. However, it should be separated between objective and reflective notes.

The fifth, the researcher made a marginal note. Miles and Huberman separated the comment of the investigators regarding to the substance and methodology. The comments substantially a marginal note.

The sixth, data storage. The researcher obtained the data store. In storing the data, the researcher needed to pay attention to three of the following:

- a. The researcher's labeling.
- b. The researcher used a same format and the certain normalization.
- c. The researcher used the index number with a well-organized system.

The seventh, the researcher analyzed the data during collecting data and create a memo. The memo here is the conceptualization of ideas, starting with the development of opinions or proposition.

The eighth, the analysis between locations. There is a possibility that the studies carried out on more than one location or carried out by more than one staff researcher. The meeting between the researcher and writing descriptive notes, reflective notes, marginal notes and memos each location or each researcher be in conformity with each other, need to be done.

The ninth, the researcher made a summary. It contained the matrix is more about whether or not the data sought in each location.

2. Data Display

At this stage, the researcher involved in the presentation or appearance of the data collected and analyzed given before, the researcher would compile a narrative text. Data display is a format that presented the thematic information to the reader. Miles and Huberman (1984) introduced the two kinds of formats, namely: the chart and the matrix.

The researcher presented the data, making it easier to understand and plan for the future research. In this step, the researcher tried to compile the relevant data to be information that can be inferred and has a particular meaning. The process can be done by displaying the data, making the relationship with the phenomenon to make sense of what happened and what needed to be followed up to the research purposes. The presentation of a good data is an important step towards achieving a qualitative analysis of valid and reliable.

Miles and Huberman (1984) stated that the most frequent form of the data display for qualitative research in the past has been a narrative text. Miles and Huberman (1984) helped a qualitative researcher with the models of analog data presentation with models static presentation of a quantitative data, using a table, chart, a matrix and not filled with the numbers but with words or verbal phase.

In their book, the qualitative data analysis presented on the presentation of the data models for the qualitative analysis. this model was intended to encourage the growth of the creativity its own model. Miles and Huberman gave 9 models with 12 examples of the presentation of qualitative data matrix form, pictures or graphics analogous to the models used in the statistical quantitative research methodology.

The researcher performed the data display, in addition to the narrative text also can be: a chart, the relationship between the categories, the flow chart, the

pictogram, and others. The conclusion was tentative and would be changed when found a strong evidence supporting the next phase of data collection.

3. Conclusions and Verification

The next step, the researcher took the conclusions based on the findings and to verify the data. As explained above that the proposed the initial conclusion still provisional and would change when found evidence that supported for the next phase of the data collection. The process to obtain this evidence is referred to as verification data. If the conclusions expressed in the early stages is supported by strong evidence in terms consistent with the conditions found when the researcher returned to the field then their conclusion is credible conclusion.

Step verification conducted by the researcher still open remain to receive input of the data, although the data is relatively meaningless data. However, the researcher had decided data that had meaning to the data that is not needed or not meaningful. The data can be processed in further analysis as valid, weighty and powerful medium other the data that does not support, weak, and veer away from the habit should be separated.

To maintain the quality of the data, the researcher would do the following things:

- a) Check the data representation.
- b) Check the data on the influence of the researcher.
- c) Check through triangulation.
- d) Perform weighting evidence of the source of data that can be trusted.
- e) Making comparisons or contrasts the data.
- f) Use extreme cases interpret the data that is realized with a negative.

By confirming the meaning of each data obtained by using one or more ways, the researcher hoped to obtain information that can be used to promote the goals of the research. This study is expected to finding the conclusion that has never existed. The findings of a description or picture of an object that previously or dark become clear after the investigation. The findings of a causal relationship or interactive form, or in the form of a hypothesis or theory.

3.6. Data Analysis Results

Data obtained from the analysis would be processed first by describing secondary data and primary data. First of all, the data would be classified, verified, interpreted and analyzed in order to obtain systematic conclusions about the difficulties experienced by the students on the aspects of speaking skills in English learning in vocational school.