CHAPTER III
RESEARCH METHODS

This chapter provides the research design, subject of research, data and data sources, technique of data collection, technique of data verification, and technique of data analysis.

A. Research Design

In case of obtaining the research data, the researcher needed to take the appropriate research design based on the research problems need. Research design used in this research was dealing with the existed phenomenon that was still going on in the English language teaching process. According to Ary et al (2010: 426) research design defines as the researcher plan in order to gain an understanding of some group or some phenomenon in its context.

The phenomenon of this research was already begun when the researcher conducted observation in one of Vocational High Schools at Tulungagung, that was SMK Baitul Izza Tulungagung. The phenomenon showed that although the students have already stood in twelve grades, they were mostly still reluctant to speak English. It was proven through some behaviors that students showed to the researcher, such as *silence, no pay attention, response by using Indonesian,* and *low voice to speak English.*

Therefore, the most appropriate research design employed to answer those research problems was Descriptive Qualitative research. According to Karasar (2009) Descriptive research is used to describe a current situation that existed in the past or exists now in the way it is. Dealing with the above case, the data contained the accurate information the factors causing XII TBS 1 students' reluctance to speak English and teacher's strategies to reduce it in SMK Baitul Izza Tulungagung.

B. Subject of Research

To make the research run well, the researcher needed help from the subject of the research to obtain the data. The subjects were selected based on some criteria who already experienced some reluctant indications.

Therefore, in order to determine the research subject, the researcher started to fulfill the criteria, as follow:

1. They are Vocational high school students

2. They are studying English with their English teacher in classroom interaction

3. They are indicated the most reluctant factors such as *psychological factors (Fear of making mistake, Anxiety, No motivation, and Shyness), linguistic factor (lack of vocabulary, lack of understanding grammatical patterns, and Incorrect pronunciation), and sociocultural factor (attitudes towards teacher and classroom condition)*

The above criteria were employed by the researcher after doing observation. There were 38 students in XII TBS 1 SMK Baitul Izza that had

observed by the researcher. The researcher observed them concerning to the factors causing students' speaking reluctance. By doing twice observation, many students indicated factors of speaking reluctance. However, only 3 students who did reluctance for the most, they were S1, S2, and S3. Based on the result of observation, they experienced some speaking factors such as *psychological factors, linguistic factor, and sociocultural factor.*

Then, the most reluctant students (S1, S2, and S3) were selected to have an interview for some clarifications. They were asked dealing with the factors causing their speaking reluctance in interactional speaking class. After that, the researcher also interviewed their English teacher. The teacher was interviewed dealing with the second research problem about teacher's strategies to reduce students' speaking reluctance in English interactional class.

C. Data and Data Sources

Data is categorized into some relevant information found in certain objects. According to Moleong (2011: 157) data is divided into words and behavior, written documents, photos, and any data statistics. Dealing with qualitative research used in this study, Ary et al., (2010: 425) adds that in qualitative research, the data are in the form of the people, objects, events, places, conversation, and so on. The data that concerned in this research were related with statements or descriptions uttered by research subject in interview and their behavior in observation. In addition, those data forms had to be accurate, related and appropriate with the research problems used in this

research that is being investigated. The data was only concerned to the factors causing students' reluctance to speak English and teacher's strategies to reduce their reluctance to speak English.

Furthermore, data source stood as a source where data was taken from. In qualitative research, there are three classified sources of data such as place, person, and paper. The data sources of this research were taken from observation and interview. In detail, the researcher did observation and conducted interview toward the selected students of XII TBS 1 SMK Baitul Izza Tulungagung and their English teacher dealing with the research problems. Therefore, the data source of this research is categorized as person data source.

D. Technique of Data Collection

Collecting data is important stage in doing a research. Therefore, in order to collect the relevant data, researcher needs some research instruments or employing several methods of collecting data. By understanding that, the researcher will employ three techniques in collecting the data dealing with research problems. They are doing observation and conducting interview. Each technique of data collection is described as below:

1. Observation

Observation in qualitative research aims to obtain the data based on the behavior of the research subjects. According to Ary (2010: 474) qualitative observation relies on narrative behavior and interaction. Moreover, in doing observation, researcher needed to

make a note toward the phenomenon considered with the research problems they were students' behavior dealing with the factors causing speaking reluctance and teacher's activities applying teaching strategies. Therefore, in this stage, the researcher made an observation field-note to ease the proses of observation (see appendix 4 and 5).

By understanding the above statements, the researcher in this case became nonparticipant observation. The role was as an observer who sat on the back seat to observe and take a note about all related behavior of the research subjects in instructional English class. In fact, there were two research subjects to be observed.

The first was students. The researcher observed students' behavior that tended to the factor of reluctance to speak English. It can be from psychological factor, linguistic factor, and sociocultural factor. The second was English teacher. The researcher focused on any teaching instrument and activities employed by the English teacher in order to reduce students' reluctance to speak English.

The observation was done twice. The first observation was on October 19th, 2020 at 07.40 – 09.40 and the second one was on October 26th, 2020 at 07.40 – 09.40. The observation was done more than one because the researcher still needed to obtain more data related with the research problems.

2. Interview

After doing observation, the research conducted interview as the next technique of data collection process. The aim of interview in this research was to verify the result of doing observation. According to Ary et al (2010: 438) interviews are used to obtain the data from people about opinions, beliefs, and feelings dealing with the situations in the form of words. As the procedure of interview section, the researcher made interview guide to be guidance in asking relevant questions toward the research subjects (Appendix 2). Interview guide was used in this research based on analyzing relevant literatures in the form of Blueprint (Appendix 1). It aimed to create talking systematically with the research subjects dealing with the factors causing students' reluctant to speak English and English teacher about the strategies that were employed to reduce students' reluctance to speak English in classroom interaction.

The researcher selected the interviewee based on the result of observation before. The researcher selected only the students who experienced most reluctant behavior in instructional English class when the researcher did observation. The selected students became selected research subject and they were interviewed about the factor that causing reluctance to speak English. Meanwhile, interview was also conducted to English teacher related with her strategies in order to reduce students' reluctance to speak English.

The researcher began to do interview in person with three students (S1, S2, and S3) who indicated the most reluctance to speak English in the classroom interaction. Those selected students were interviewed about the factor causing their speaking reluctance. The interview was done on November 2nd, 2020 and the interview transcripts can be seen in appendix 6, 7, and 8. After interviewing students, the researcher obtained the data by interviewing English teacher who taught XII TBS 1 SMK Baitul Izza Tulungagung. The data obtained was about teacher's strategies in reducing students' reluctance to speak English. It was done on October 26th, 2020 (see appendix 9).

E. Technique of Data Verification

In qualitative research, checking the trustworthiness of the data is needed. This is done to reduce the researchers' subjectivity toward the data such as opinions or claim, prejudices, and biases. By understanding that description, in order to check trustworthiness of the data, the researcher will employ triangulation. According to Moleong (2011: 330) triangulation techniques are divided into four such as data source triangulation, methodological triangulation, investigator triangulation, and theoretical triangulation. As stated before, this research used methodological triangulation to verify the credibility of the selected data from the field.

In detail, the methodological triangulation used two techniques such as observation and interview. Observation was done first then conducted

interview. Both of techniques were used to answer the research problems dealing with the factor causing students' reluctance to speak English in English interaction and teacher's strategies to reduce students' reluctance. Clearly, it can be seen from the figure 3.1 below:

Figure 3.1: Process of data verification
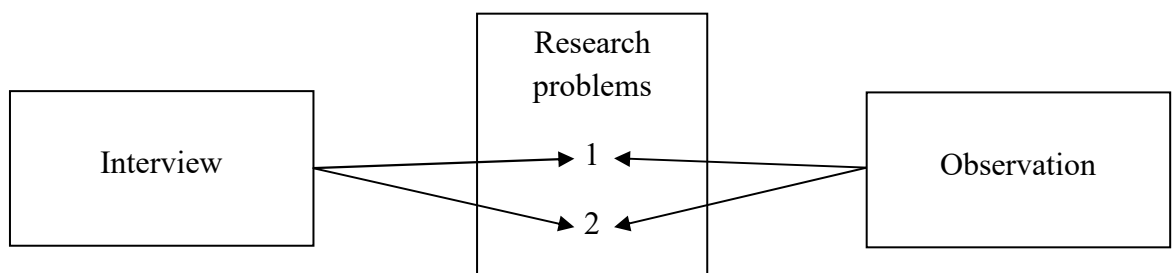
The above figure presented how the research problems were answered. It implied that all the proposed research problems were triangulated. The data of the research problem number 1 about the factor causing students' reluctance to speak English in interactional class were collected by using two different techniques such as doing observation and conducting interview. On the other side, the data of the research problem number 2 dealing with teacher's strategies to reduce students' reluctance to speak English in interactional class were also obtained by using two different techniques such as doing observation and conducting interview. At last, the data of research problems number one and two were triangulated methodologically.

F. Technique of Data Analysis

After the data were obtained through doing observation and conducting interview, the data were analyzed. In order to analyze the collected data, the researcher used Miles and Huberman's theory. Their theory was divided into three in order to analyze collected data such as data condensation, data display, and drawing and verification conclusion (Miles and Huberman, 2014: 31-32).

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger. (We stay away from data reduction as a term because that implies we're weakening or losing something in the process.)

By data condensation, we do not necessarily mean quantification. Qualitative data can be transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern, and so on. Occasionally, it may be helpful to convert the data into magnitudes (e.g., the analyst decides that the program being looked at has a "high" or "low" degree of effectiveness), but this is not always necessary.

The step that researcher was going to do were: (a) the researcher collected the data through observation and interview, (b) the

researcher made transcript, selected and focused on the data that referring to the research problems only. In other words, the irrelevant data were going to be discarded and contrary, the relevant data were included.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action. As with data condensation, the creation and use of displays is not separate from analysis. It is a part of analysis. Designing displays deciding on the rows and columns of a matrix for qualitative data and deciding which data, in which form, should be entered in the cells are analytic activities. (Note that designing displays also has clear data condensation implications.)

Knowing that, dealing with students' reluctance to speak English and teacher's strategies to reduce students' reluctance, then researcher displayed the selected data in the form of narratives and table in the data finding.

3. Drawing and Verification Conclusion

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these

conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. "Final" conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met.

By understanding that, this research was also made in the form of temporary conclusion and in the end of analysis becoming final conclusion. It was due to conclusion was supported by sufficient data in the field. As a result, the researcher obtained final and perfect conclusion as the answer of research problems after all data displayed.