

CHAPTER III

RESEARCH METHOD

This chapter talks about: a) research design, b) the role of researcher, c) research procedure, d) research place, e) data source, g) data analysis, and f) technique of data verification.

A. Research Design

This thesis belongs to descriptive study with a qualitative approach. In accordance with Creswell (2009) who expressed that qualitative investigation could be an instrument for understanding and trying to find answers based on the specific individuals' or bunches' phenomenon which are considered as reference or subject to either a social or human issue. The data information collection is commonly collected in a setting of individual members. He included that qualitative approaches to information collection, investigation, translation, and report typing distinguish from the conventional, quantitative approaches, intentional testing, collection of open-ended information, investigation of content or pictures, representation of data in figures and tables, and individual elucidation of the discoveries all illuminate qualitative methods.

The main emphasis of this qualitative investigation is writing how Mr. Iwan Rudyanto instructs Study Hotel Executive students to speak hospitably. Bogdan and Taylor in Moleong (2004:3) stated that in descriptive qualitative research, the data investigated by the researcher are in the form of oral or written words.

Not having

numerical data information and it is expressive which points to analyze the truths

efficiently based on everything that can be seen during teaching speaking, so this investigation is called qualitative. The investigation information is developed through a clarification gotten from common portrayal and researcher's analysis based on data obtained. It points to help the researcher to secure the social world in which individuals are included and how things happen in this world. In addition, qualitative research emphasizes on delineating and translating phenomenon that lead to making concepts or new theories. The final report has a flexible writing structure.

Further, this thesis uses descriptive qualitative research design since it points to get the data about the teaching speaking at Grand Study Hotel Executive Kediri.

B. The Role of Researcher

The researcher acts as a human instrument and data collector at once. Some experts explored the human being as a scientific inquiry primary instrument. Peredaryenko and Krauss (2013) stated that human instrument is particularly well-tuned to spot a typical or idiosyncratic response and explore them in-depth. In qualitative research, she has responsibility in collecting the information. She collected the information from making and collecting documentation and interviewing the English instructor as well as his students. Thus, the researcher is the main instrument of this research as observer, documenter, and interviewer.

C. Research Procedure

The researcher conducted this research in some procedures that started from preliminary study until the research report. The research procedure shows the prominent thing in conducting this thesis. In this stage, the researcher entered the investigation field which is at Study Hotel Executive located on Jalan KH. Agus Salim No. 144, Lirboyo, Kecamatan Mojojoto, Kota Kediri, East Java 64117 which opens on weekdays at 08:00 to 15:00 in Western Indonesia Time.

In developing the research, the researcher obtained the references related with the research from books, related thesis, and recent journals about educating the students to speak English in ESP. Hence, it is simpler for the researcher to investigate teaching speaking at Study Hotel Executive. In conducting the observation, there are a few steps to be taken during the investigation in order to find the substantial information to answer research questions.

1. The researcher made a few questions to meet the English teacher and nine students to be interviewed related to teaching and learning process of English conversation subjects as instruments.
2. The researcher proposed a permission letter to Modesta Erlyna Eka Swandayani, SE as the director mailed by the front office to conduct research at Study Hotel Executive.
3. The researcher asked permission to the English instructor to join his class for introducing the research.
 - a. The first until fourth meeting, the researcher observed how Mr. Iwan Rudyanto taught English conversation subjects.
 - b. The fifth meeting, the researcher documented an oral mid-term test about job

interviews.

- c. In the end of activities, the researcher met the instructor and nine students (the best 3 students, the average 3 students, and the worst 3 students) to be interviewed in order to get significant information related with this thesis.
- d. She collected, analyzed the data, and made conclusions as the research result.

The researcher observed how the instructor taught speaking in English conversation subjects. To keep the valid data, the researcher took documentation during observation and interview. Then the researcher interviewed the instructor to get information about his profile, difficulties in teaching speaking, and anything that could not be seen during the teaching process to write the result. Furthermore, the students were also interviewed to get their responses and perception in learning speaking.

D. Research Place and Time

In this research, the researcher chose Study Hotel Executive as a research field. The reason of choosing SHE as research field is because Grand Voyage Tulungagung implemented daring during pandemic and it got the researcher into low key trouble to conduct the research that is why she switched the research field. Study Hotel Executive is located on Jalan KH. Agus Salim No. 144, Lirboyo, Kecamatan Mojoroto, Kota Kediri, East Java 64117, Telephone: (0354) 7417995. This institute has facilities to support students' learning including LCD Video Projector, sound system, free WIFI, and Air Conditioned rooms. Others are small mosque and parking area.

In the beginning, the researcher asked permission by proposing a permission letter to the director to conduct the research observation on Monday, June 8, 2020. After waiting for so long, the front office texted the researcher to come there again to conduct observation on Mondays starting from meeting 1 on July 13 until meeting 5 (oral mid- term test) on August 3, 2020.

During the education and training at Study Hotel Executive, the students are drilled by very experienced instructors. In learning English, they are taught four English skills in English for hotel subjects and its components in order to get ready for an interview. In addition, the instructors are expected to transfer knowledge so that when the training is finished, the students have actually understood their duties and responsibilities in a cruise ship or star hotel.

E. Data Source

Data source is investigated referral data. When the researcher uses interviews in collecting the data information, the data source is called the respondent. In this thesis, the subject of the study is the instructor who obtained documentation and interview results as research data. Latief (2017: 201) states that in qualitative research, the sources of data are assumed to be homogeneous. It implies that the sources are the same type or only one source type in order to omit other representatives in random sampling. In this research, the researcher asked Mr. Iwan Rudyanto as an English instructor to be the data source because he has the right authority to give data information.

Lathief (2017: 201) also stated that the more authoritative the sources are, the

more trusted the sources are the authoritativeness of the sources is gotten by selecting the subjects based on the researchers' judgmental criteria. Therefore, Mr. Iwan meets a set of criteria to be utilized as the premise of selecting the source who is qualified sufficient to assist the researcher fill the research question. Ultimately, the findings according to the data information from Mr. Iwan Rudyanto are expected to be beneficial in the hospitality education community.

F. Data Collection

Information collection strategy is the researcher's way to gather information within the investigation. There are three sorts of strategies in collecting information including observation, documentation and interview. The detail clarification of the data collection methodology is clarified below:

1. Observation

According to Ary et al. (2010), in qualitative research, the foremost essential strategy utilized by the researchers is observation. This kind of observation is more global than systematic and structural observation conducted in quantitative. The qualitative research aims in form of a complete description of participants' behavior instead of numerical data.

This thesis is classified as Participant observation due to the participation among the researcher, instructor and students during speaking lesson. In conducting a preliminary study, the researcher was asked to come

forward to introduce herself in American style and sit around the students in order to interact with the classroom members. To uphold this thought, Ary (2010) states in participant observation, the observer actively participates and becomes an insider in the event being observed so that she experiences the events in the same way as the participant member. Being the researcher, she had a fundamental part to audit that comes about of investigation in detail.

In this thesis, the researcher investigated the teaching and learning speaking process at SHE Kediri. Furthermore, the researcher investigated the instructing speaking process in class. During the investigation, as a non-participant investigator, the researcher was permitted to be associated with the subjects to set up a report but not truly be included in the classroom since the researcher did not have the right to interrupt the teaching learning process without the instructor's permission. Moreover, as a researcher, she kept observing what was going on within the lesson. At that point, the researcher noted down any activities taken by the instructor and students as well as identified the practices in teaching speaking. In this research, the collected information through making field note was related to the instructor's activities in taking exertion supporting to the students' learning. In addition, field note was made to get information in term of students' performance which included their attitudes during speaking practices. The observation was done five times on 13th, 20th, 27th July, 3rd and 10th August, 2020 every Monday.

Table 1.1. Field Note of Instructor's Activities

Meeting	Activities
<p>1 (July 13th, 2020)</p>	<p>Pre-teaching</p> <p>The instructor greeted "How's life?".</p> <p>2. Mr. Iwan Rudyanto introduced himself. Whilst-teaching</p> <p>1. The instructor explained greeting and introduction materials. 2. He gave fifteen minute times preparation for the students before coming forward to introduce themselves.</p> <p>3. Word chain games (wrote the words). Post-teaching</p> <p>Giving feedback</p> <p>The instructor left the class by saying "see you next meeting".</p>
<p>2 (July 20th, 2020)</p>	<p>Pre-teaching</p> <p>The instructor greeted the students.</p> <p>A male student led his friends to pay together.</p> <p>The instructor asked the students such as "What time did you go to bed last night?" and "How many boyfriends do you have?".</p> <p>Whilst-teaching</p> <p>The instructor explained offering help, compliment, giving information, refusing help, and giving direction material.</p> <p>The instructor gave 15 minute time to discuss the materials</p>

		<p>before coming forward.</p> <p>3. Spelling game (wrote the words). Post-teaching</p> <p>The instructor challenged his students to speak English for 24 hours at home.</p>
3	(July 27 th , 2020)	<p>Pre-teaching</p> <p>The instructor welcomed the students by saying “Good morning” and “How are you).</p> <p>2. A male student led his friends to pray together. Whilst-teaching</p> <p>1. The instructor continued giving direction material.</p> <p>2. Discussing job interview material.</p> <p>3. Question and answer</p> <p>No post teaching because the bell rang before the instructor finished discussion.</p>
4	(July 3 rd , 2020)	<p>Pre-teaching</p> <p>1. The instructor greeted the students and prayed together.</p> <p>2. Checking students’ attendance.</p> <p>The researcher gave leading question about reservation by phone material.</p> <p>Whilst-teaching</p> <p>Presenting reservation by phone video taken from Sophie Grenaurer youtube channel.</p> <p>Some students reacted to the video.</p>

	<p>3. The students practiced reservation by phone in pairs.</p> <p>Post-teaching</p> <p>Giving feedback.</p>
<p>5</p> <p>(August 10th, 2020)</p>	<p>Mid-term oral examination</p>

Based on the research field note, the researcher observed meeting 1 until meeting 5 by mentioning instructor's practices including teaching games and discussion (the rests are seen in documentation).

2. Documentation

Documentation is one of the observation instruments. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). Analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed (Bowen,2009). In analytical method of qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008: 1). Documents contain content and pictures that have been recorded without the researcher's interference. From the definition, it can be inferred that notes or recordings that are transcribed in the form of text, pictures and video that can be utilized as information to analyze

the data. The information is obtained in document form which can be used as information in the research. In analyzing the document in qualitative research, it is deciphered by the researcher to deliver meaning.

In this way, documentation was used as an instrument with the reason to uncover the teaching speaking at Study Hotel Executive Kediri. The printed documentations were given by the front office including curriculum, syllabus, lesson plan and module (see the last appendix). Meanwhile, the instructor shared speaking rubric for English for Hotel subject via WhatSapp and score document as documentation. Those research instruments are anticipated to assist the researcher less demanding to draw the instructor's and students' speaking learning.

3. Interview

In this investigation, the researcher utilized a semi-structured meeting interview since it empowers her to expand the thought to be more point by point and precise based on the inquiry about the research point. This is compatible with Ary (2010) who stated that the interest area is chosen and the questions are answered, but the interviewer may adjust the question format in conducting the interview. That is why before conducting the interview, the researcher made a list of questions and she was allowed to ask additional questions during the interview when needed. The researcher asked for information which was not implicitly obtained during the teaching-learning process such as teaching difficulty, etc.

Furthermore, the students were also interviewed to get their reactions and opinions in learning speaking. Therefore, the researcher provided an instrument in the form of question lists and alternative answers. In addition, a voice recorder was also used as an interview instrument.

The researcher found that the instructor applied presentation, role play, discussion technique and teaching games in post-activities, she hardly found the teaching difficulties but she noticed a few students did not speak English properly, mispronounced but still understandable. That is why the interview is conducted to ask for the instructor's perception of the implementation of teaching learning speaking. In addition, it was additionally conducted to decide in case the instructor faced trouble in instructing speaking and how to solve the difficulties. All the more, through the interview, the researcher expected to actuate additional information which might not be gotten during instructing speaking.

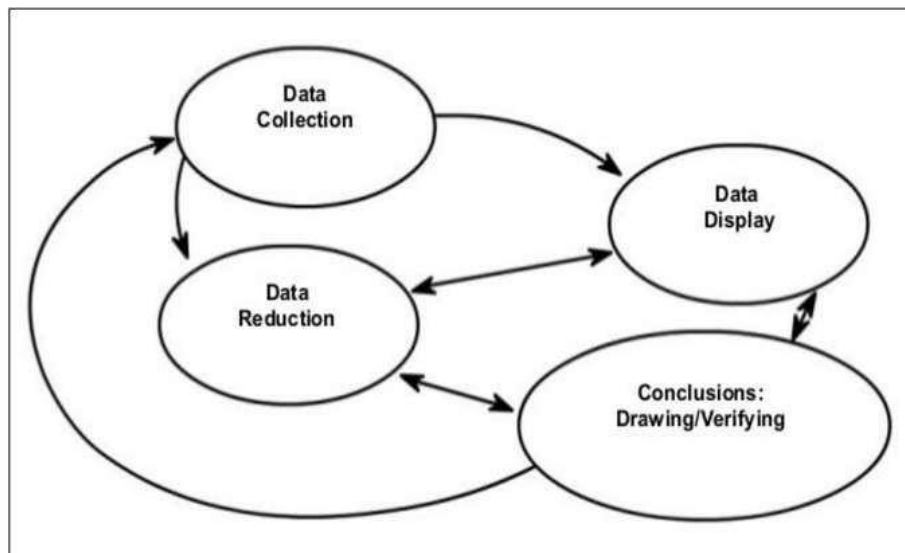
G. Data Analysis

Miles and Huberman (1984) stated that activity in analyzing qualitative data is done interactively and continuously until complete so that the data has been saturated. At that point, the classroom activities were analyzed after the data information was

collected through video investigation and meeting interview, they are data reduction,

data display, and conclusion drawing/verification.

Table G.1 Miles and Huberman Interactive Models



Based on the chart, data analysis by Miles and Huberman (1984) are sorted from data reduction, data display, and conclusion drawing. In reducing the data, only important information is taken from all available data to answer the research questions covering the instruction's preparation, implementation, and evaluation to be displayed narratively in data display. Conclusion drawing encompasses temporary conclusion and final conclusion, temporary conclusion interprets the conclusion during the data presentation process in chapter four while final conclusion is supported with generating theory in chapter five.

1. Data Reduction

Data information gotten from Study Hotel Executive needs to be noted carefully in detail. Therefore, the researcher needs to analyze data immediately through data reduction. It means that she summarizes, chooses and emphasizes on important data, and omits unimportant data. Therefore, the data information will

deliver a clear portrayal and ease the researcher to gather the following information and search it if needed. In pre survey, the researcher received English Conversation Curriculum, syllabus, and lesson plan to be analyzed then she emphasized on lesson plan to be further reviewed before teaching speaking observation. On the next occasion, the researcher took documentation during observation; it is done to ease her sort out the important data. The process of selecting, centering, rearranging, abstracting, and changing the information showed up in observation as well as face to face communication transcriptions that were carried out by selecting the relevant statements from some selected points in interview and observation.

2. Data Display

The next step is data display. In this qualitative research, data display is worn out the shape of a brief portrayal. In this case, Miles and Huberman (1984) expressed that the foremost frequent form of data display for qualitative research data information within the past has been written narratively. Thus, the researcher shows the data information narratively. As explained in chapter four, the researcher showed the data information narratively which was obtained from Study Hotel Executive covering the instructor's preparation, teaching activities and evaluation.

Preliminary research or pre-survey was conducted before going any further observation. In pre activities, the instructor greeted the students in Islam, pray together led by a male student, and asked them "how are you?" after praying. In the middle of the activities, the instructor asked the students to perform

according to the materials given that day. Before the fifteen minute discussions started, he explained the material on the whiteboard and power point. After the presentations finished, he applied teaching games to re-establish the speaking learning atmosphere. Besides applying games, in post activities, the instructor evaluated the students' performance. The result shows only few students who made error grammar such as I want to fishing, I never listening, I shy, Cat and Sam are married; he has been together for 18 years. "Cat and Sam" are plural, while "he" is singular. The sentence should be "Cat and Sam are married; they have been together for 18 years." Therefore, the instructor gave some examples of bad grammar to avoid misunderstanding such as verb tense errors and double negatives, he wrote them in form of graphics as creative as possible to engage students (see appendix 5 page 102). After these pre surveys were displayed narratively, the instructor was ready to further analyze teaching speaking at Study Hotel Executive Kediri.

By showing data information, it will ease the researcher to get it about instructing the students to speak hospitably at Study Hotel Executive and arrange the next steps based on her understanding. Looking at displays helps us understand what is happening and to do something further analysis or caution on that understanding, Miles and Huberman (1984). This theory is noted to check whether the researcher understands what has been displayed.

3. Conclusion Drawing

The last step in the analysis of qualitative data by Miles and Huberman is conclusion drawing. During observation, it is found that the researcher applied

presentation, role play, discussion technique and teaching games in post teaching to re-establish teaching speaking atmosphere. Meanwhile, during the interview with the students, most of them assumed that applying word chain and spelling game livens up the classroom atmosphere to be fun and not boring in order to enjoy the speaking learning. Meanwhile, a few students assumed that besides killing their boredom, they got new vocabularies to gain their speaking.

In this qualitative research, the researcher chose to be reliable in terms of data accuracy or data verification technique. Since the start of the investigation, the researcher made a transitory conclusion to be the last conclusion. In this research, she made temporary conclusions for each finding to answer research questions covering the instructor's preparation and teaching practices. Furthermore, the previous transitory conclusion got to be the ultimate conclusion since the conclusion is backed by several adequate data information within the investigation field. Thus, the investigation got the last and idealized conclusion to fill the research questions.

G. Technique of Data Verification

The data trustworthiness must be verified. Ary et.al (2010) proposes four data trustworthiness standards:

1. Credibility

There are some ways that were taken by the researcher in order to know in case the data information is conceded credibly. In this thesis, prolonged and peer-discussion were taken by the researcher in order to induce the information conceded as credible data information. Prolonged or stay longer in the field for

five meetings were done by the researcher during the study through several times or re-interview via WhatsApp to make sure the data gotten are credible. In this thesis, the researcher asked Mr. Iwan Rudyanto and his students to be interviewed several times through face to face and online. It was done to get detailed information and make sure if the data gotten had already saturated (no more or new information gained).

The researcher recorded the interview and the data verification evidence is seen in the interview transcript and its results. Interview transcripts were used to insure accurate meaning behind the instructor's and students' interview. Meanwhile, the result of students' interview helped the researcher find out the general knowledge and experience about the case of the study which were elaborated in the instructor's interview.

After having interpretation of the information, the findings were checked by participants to see if there were some misinterpretations done by the researcher. It aims to eliminate researcher's bias in analyzing and interpreting the results. Besides, the researcher also conducted peer-discussion especially with her peers who also conducted qualitative research in order to urge help in composing this thesis.

2. Transferability

The use of transferability is to check if the results can be adjusted or adapted to other settings, other groups, or other people which have similar natures. Anney (2014) said that investigation discoveries ought to be exchanged to other settings with other subjects. To enhance the transferability, the researcher was

dependable to supply an adequately rich, point to point, precise, and thick portrayal of the setting so that the readers can make the vital comparison and judgment about closeness and utilize it as consideration to be conducted by others.

In this research, the researcher classified the research findings in the table form and clustered it based on the research questions in chapter one covering the instructor's preparation and teaching practices. The researcher gave detailed explanation and description for each finding by discussing it with the related theories that have been described in chapter four.

3. Dependability

The use of dependability is to check the data consistency whether it has similar results to the fixed research. Ary (2010) argued that dependability can be defined by showing the consistency of research findings through multiple settings or multiple investigators. To examine research finding dependability, the researcher audited clear guidelines and process or research procedures beginning from research problems, data collection, and data analysis.

In this research, the researcher inquired the advisors' and peers' offer assistance as the research auditor to make sure if the research was done based on the guidelines appropriately. The researcher consulted the way how to do research properly and asked them to check how the researcher reported the research. The researcher used to do revising when there were bias data or others which needed to be changed or added. The consultation happened for several meetings started from the researcher's thesis proposal in early semester four up to the researcher's thesis examination in semester five on Saturday, January 30th, 2021.

Furthermore, the researcher also learnt other similar previous research in terms of the way the previous researchers did the research and read how the results were. In this case, the findings must be consistent. Finally, the process and result would be high key balance.

4. Conformability

Conformability is related with how far the researchers conduct the research which is free from bias in procedure and result interpretation. The strategy to demonstrate the research conformability was reflexivity and audit trail.

This research applied reflexive journal to establish conformability. Reflexivity is an assessment of the influence of investigators' own background, perceptions and interests on the qualitative research process (Anney, 2014). Conformability was built up by keeping the reflexive journal in order to reflect on probably interprets and plans data information collection. The sources related to all events that occurred in the field or during the research process begins from the collection of data to the analysis of data related to this thesis in similar issues about practices in teaching speaking to hospitality students. Subsequently, the researcher asked advisors and peers to check the research process, the data trustworthiness standard and the findings so that the research report was admitted as valid and deserved to be published.

