

CHAPTER III

RESEARCH METHOD

This chapter presents research design, data and data sources, technique of data collection, techniques of data verification, and data analysis.

A. Research Design

Research is fundamentally a problem-solving activity which addresses a problem, tests a hypothesis or explains phenomena (Anderson & Arsenault, 1998: 6). Before conducting research, researcher should make structural planning by using strategy to arrange the research which is recognized as research design. The research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context (Ary *et.al*, 2010: 426).

The researcher conducts this study by using narrative inquiry with qualitative approach. This research design is to know the student's activities to support her extensive speaking. Qualitative research is form of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain, and bring meaning to them (Anderson & Arsenault, 1998: 126). Moreover, the researcher's perspective also influences what might be found.

In this study, the researcher needs participant's story since it uses narrative inquiry with qualitative approach. The data will be collected in the form of words. The researcher focuses on the analysis of the activities of Everest Public High School alumna to support her extensive speaking. It will help the researcher know about how the Everest Public High School alumna prepares her extensive speaking.

B. Data and Data Source

1. Data

Data is any information that can answer any research questions or problems. In this study, data is form of words or statements that are taken from the interview. The researcher interviews the subject to get the information about her activities to support her extensive speaking. The data in this research will be in form of interview transcript and some notes about the subject's thoughts or opinion about her own activities to support her extensive speaking.

2. Data Source

Data source is the source that used for collecting the data. In this research, the researcher uses narrative inquiry, so the source of data is gotten by listening to the story and having interview with the subject. The subject of this study is Everest Public High School alumna who is also a senior student at SMAN 1 Kauman.

C. Technique of Data Collection

Collecting the data needs one or more kinds of technique. In this study, the researcher uses one technique of collecting the data, which is interview. The researcher asks the questions related to her story about her activities to support her speaking. The interview is probably the most widely used method of data collection in educational research (Anderson & Arsenault, 1998: 202). Interviews involve some form of direct contact between the people in the sample group and the interviewer (the researcher or someone trained by the researcher), who presents the questions to each person in the sample group and records their responses (Ary *et. al*, 2010: 379). In social research there are many types of interview. The most common of these are unstructured, semi-structured and structured interviews (Dawson, 2007: 28).

1. Unstructured or in-depth interviews

Unstructured or in-depth interviews are sometimes called life history interviews (Dawson, 2007: 28). This is because they are the favored approach for life history researchers. In this type of interview, the researcher attempts to achieve a holistic understanding of the interviewees' point of view or situation. The interview is not planned in detail ahead of time; the researcher asks questions as the opportunity arises and then listens closely and uses the subjects' responses to decide on the next question (Ary *et. al*, 2010: 438). The subject may not even realize that are being interviewed.

2. Semi-structured interviews

In between the unstructured and structured interview is semi- or partially structured interview, in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process (Ary *et. al*, 2010: 438). In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews (Dawson, 2007: 30). The researcher produces an interview schedule which is a list of specific questions or a list of topics to be discussed.

3. Structured interviews

Structured interviews are used in quantitative research and can be conducted face-to-face or over the telephone, sometimes with the aid of laptop computers (Dawson, 2007: 30). Although the questions are structured, there is a difference between qualitative structured interviews with quantitative structured interviews. In the qualitative approach, the list of questions is generally more limited in length and most questions cannot be answered with yes or no or limited word responses (Ary *et. al*, 2010: 438).

Based on the kinds of interview which are explained above, the researcher uses unstructured interview. The subject of this research is alumna of Everest Public High School in SMAN 1 Kauman.

D. Technique of Data Verification

In qualitative research, there is a technique used to check the trustworthiness of the data. To ensure that researcher's own biases do not influence how the perspective are portrayed, many researcher use member checks in which transcribed interviews or summaries of the researcher's conclusion are sent to participants for review (Lodico *et.al*, 2006: 274). Member check is a process in which a qualitative researcher asks the participants in a study whether they have accurately and realistically described their experience (Ary *et. al*, 2010: 645). The participant feedback contributes to the trustworthiness of data. Member checks (participant feedback) ask the question, "Do the people who were studied agree with what you have said about them?" At the end of the data collection period, the researcher may ask participants to review and critique field notes or tape recordings for accuracy and meaning (Ary *et.al*, 2010: 500). The researcher's shares the interpretations of the data with the participant to help clear up miscommunication, and identify inaccuracies. In member checks, the researcher asks the feedback from the participant about the findings. Feedback from the participant can help the researcher to check something that missed.

Moreover, to get the trustworthiness in this study, the instruments have been checked by the expert before the research is conducted. Then, after the research is conducted, the researcher confirms the result whether it is related to the topic of the study or not by doing member checks. The subject has given her comment about the transcription and the research finding:

“I have no problem or issue with the thesis. The quotes were cited as the true facts even though it might sound informal (using more slang words) but it was all the truth as what I answered her questions.”

E. Data Analysis

Data analysis typically relies on qualitative coding processes and focuses on description and sense making (Ary *et. al.*, 2010: 556). Data analysis is the process of compiling data that is taken from the results of observation, interview, and some of field notes. Analyzing qualitative data is a systematic process that organizes the data into manageable units, combines and synthesizes ideas, develops constructs, themes, patterns or theories and illuminates the important discoveries of your research (Anderson and Arsenault, 1998: 138). Ary (2010: 481) believe that data analysis can be described in three stages; they are organizing and familiarizing, coding and reducing, and interpreting and representing.

1. Data reduction

The first step in analyzing data is data reduction. After the researcher collected the data from interview, then the researcher reduced some parts of the data. Through data reduction, the researcher selected and organized the raw data. The data which were irrelevant to the research problem were discarded. Meanwhile, the data which were relevant with the activities for supporting extensive speaking were re-transcribed. Data reduction was done by transcribe the raw data, give the code, and then organizing based on the

topic. The code that researcher used to categorize the data based on the research problem are IST (individual short talk), PPT (individual power point), CD (class discussion), SS (spontaneous speaking), JOU (reading some journals), PICT (looking at the picture), VID (watching video presentation), ANIM (watching English animation), SONG (listening to English song), PRO (pronunciation), GRA (grammar), FLUE (fluency), VOC (vocabulary). The data related to her performance of extensive speaking were also transcribed and arranged to support the main data.

2. Data display

The next step in analyzing data is data display. It refers to displaying or presenting the selected data. In this study, the researcher presents the data in the narrative related to the student's activities for supporting extensive speaking. The summaries of the research finding are presented in the table of the summary of the activities for supporting extensive speaking in chapter four.

3. Drawing conclusion

The last step of data analysis is drawing conclusion. There are two kinds of conclusion in this study; they are temporary conclusion and final conclusion. Basically, the researcher made temporary conclusion in the beginning of the research. Since it was temporary conclusion, it was needed to be completed. The conclusion was analyzed continuously and then verified to bring it to the final conclusion. In this study, the conclusion is a new discovery that can be an answer of the research problem. The final conclusion

related to the activities for supporting speaking employed by Everest Public High School alumna. The student's opinion about her own activities was also included to be additional information.