CHAPTER III

RESEARCH METHOD

This chapter presents research design, subject of the study, data and data source, technique of data collection, and data analysis.

A.   Research Design

A structural planning about the setting of the research before conducting research is called by research design. The researcher prepared the structural planning by using some strategies to get the data. The planning consisted of the method to be used, what data that gathered, where, how and from whom the data were collected. Therefore, research design can be a set of instruction or guidelines that must be followed.

This study employed qualitative approach. It belonged to descriptive qualitative research design. The main point was to accumulate the basic data in descriptive way. It is designed to obtain information concerning the current status of phenomenon (Ary, 1985: 322). In other word, in the descriptive research the researcher makes description about current phenomenon systematically and accurately deling with the characteristic of a certain population (Rianto as cited in Kurniawan, 2011: 30). It was used to observe the role of English community in increasing the students' speaking ability.

B. **Subject of the Study and Data**

Subject of the study referred to the source from where the data were collected. The subject of this study were the students who join in English OTC at MAN 2 Tulungagung and the tutors. The researcher interviewed the first student and got the data related to the formulation of the research problems. Then, continued to interviewed the second students and the researcher got a new information related to the formulation of the research problems. Next, the researcher interviewed the third, fourth and fifth student. At the fifth students, the researcher did not get the new information. That is way, the researcher decided to finished the interview with five students, because the researcher got the saturated data.

Data is any information that can answer the question of the research problem. In this study, the data were in the form of statement or words that were taken from interview transcript and documentation. The researcher interviewed the subjects to get the information about the English member's activity to increase their speaking ability.

C. **Technique of Data Collection**

Collecting the data needs one or more kinds of technique. In this study, the researcher used interview and documentation for collecting the data. The researcher asked the member about their activity to increase their speaking skill.

Interview is conducting communication between two people or more for specific purpose. The interview is probably the most widely used method of data collection in educational research (Anderson & Arsenault, 1998: 202). It is used to gather data from people abou their opinion, belief, and feelings about the situation with their own words (Ary, et al: 2010 438). There are many types of interview, and the most common are unstructured or in-depth interviews, semi-structured interviews, and structured interviews (Dawson, 2002: 27);

1. Unstructured Or In-Depth Interviews

Unstructured Or In-Depth Interviews is a conversational type of interview in which the questions arise from the situation. It usually called as a conversation with a purpose. 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

It is an interview between structured and unstructured interview. The interviewer may change or modify the format or questions during the interview eventough the interviewer already formulated the choosen area of interest and questions(Ary *et. al*,

2010: 438). The questions are designed to reveal what is important to understand about the phenomenon under study.

3. Structured Interviews

Structured Interviews is used for spesific purpose of getting certain information from the subjects. Although the questions are structured, qualitative structured interviews differ from 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: 439).

Based on the kinds of interview which were explained above, the researcher used unstructured interview to get the information related to the formulation of the research problems. The interview was conducted to five members of English community and also two teachers tutor of the community. Interview was done in two days. First, the researcher interview two teacher tutor and two students in the same day. For the teacher interview was conducting in the teacher's room. The time needed in interview was around thirty minutes for one teacher. At the last, the researcher interviewed three students in the following day. The process of interview was conducted after the students finished their study of the day. The interview was around thirty minutes for one student.

For collecting the data the researcher used some procedure as follows; Firstly, preparing the questions related to the formulation of the

research problems. Then, the researcher also prepared a recorder to record the subjects' answers. In the process of interviewing, the researcher asked questions based on the interview's guideline related to the research problems of this study. The researcher listen carefully to the subjects' answer then the researcher asked the next question based on the subjects' statement. Finally, the researcher wrote the interview transcript based on the result of recording.

Documentation is derived from documents, such as books, magazine, document, class facilities, media, etc (Arikunto as cited in Kurniawan, 2011: 35). Documentation is a technique of collecting data that is indirectly given to research subject. In this study documentation was done to get the data about the kind of activity of this community.

D. Technique of Data Verification

In the qualitative research there are many technique to check the trustworthiness of the data. The trustworthiness of the result of the data analysis is necessary to be checked in order to reduce the writer biases and prejudices. In this study, in order to check the trustworthiness of data analysis the researher used triangulation. According to Miles and Huberman (1994) distinguished five kinds of triangulation in qualitative research, those are;

1. Triangulation by data source. (data were collected from different person, or at different times, or at different places);

2. Triangulation by method. (data were collected by various method. Such as; observation, interviews, documents, etc.);

3. Triangulation by researcher (data were collected from comparable to interrater reliability in quantitative methods);

4. Triangulation by theory (data were collected by using different theories, for example, to explain the result)

5. Triangulation by data type (data were collected by combining some data type. e.g., combining quantitatve and qualitative data)

Based on many kinds of triangulation the two of them were employed in this study. They were triangulation by data source and triangulation by method. Triangulation data source referred to various sources from where the data were collected. The kind of source can refers to time, place, and person. In this study the source of data referred to person. They were students and teachers of MAN 2 Tulungagung. Meanwhile, the data triangulation method for this study referred to the use of some methods of collecting data to collect the needed data. Applying the triangulation method, in this study were interviewed two teachers and five students of the members of OTC English at MAN 2 Tulungagung about (a) the activities of English OTC, (b) the contribution of English OTC toward to the improvement of the students' speaking ability. Meanwhile, to strenghthened the data taken from interview and documentation was used.

E. Data analysis

Data analysis is the process of systematically searching and arranging the data in order to increase their understanding of them and to enable them to present what they have discovere (Ary, *et.al.*, 2010: 480). In this study, the researcher described about English community and the activities in improving the students' speaking ability. According to Miles and Huberman the approaches to analysis of qualitative data can be described in three stages; they are data reduction, data display, and conclusion drawing.

1. Data reduction

In this study, after the researcher collected the data from interview and documentation, the researcher reduced some part of the data. Through data reduction, the researcher selected and organized the raw data The data which were irrellevant to the research problems were discarded. Meanwhile, the data which rellevant to the research problems were re-transcribed. Data reduction was done by transcribing the raw data, giving the code and organizing based on the research problems. In this study, the researcher used code for the data based on the research problems. The codes are, (SP) speech, (DBT) debate, (ST) story telling, (DR) Drilling, (REC) recording, (REA) reading aloud. The data related to the subjects' activities that give contribution on the students' speaking skill were also transcribed and arranged to support

the main data. Meanwhile, the reduced data were the data which had irrelevant to the formulation of the research problems.

2. Data display

The next step in analyzing data is data display. Data display is a form of analysis that describes what is happening in the natural setting. Data display refers to displaying or presenting the selected data. In this study the researcher displayed the data in the form of description and table. The researcher summarized the data based on the formulation of the research problems.

3. Conclusion drawing

The last step of analyzing data is drawing conclusion. In this study, a conclusion was drawn after the data were displayed. There were two kinds of conclusions in this study, they were temporary conclusion and final conclusion. In the beginning of the research the researcher made the temporary conclusion. Eventhough it was the temporary conclusion, it needed to be completed. The conclusion was analyzed continously and then verified to bring the final conclusion. In this study, the conclusion is a new discovery that can be an answer of the research problems. The final conclusion of this study were related to the kind of actvities that give contribution toward to the students' speaking ability.