CHAPTER III

RESEARCH METHODOLOGY

The description of the research methodology is employed in this research. This chapter discusses approach and research design, research presence, research location, data and source of data, research instrument, data analysis technique, research validity of findings, and research stages.

A. Approach and Research Design

In this research, the researcher use qualitative approach as the design of analyzing the data. Qualitative research is concerned with subjective assessment of attitudes, opinions and behavior. Besides, qualitative approach is general way of thinking about conducting qualitative research which three major categories of data, such as in-depth interviews, direct observation and written document. The main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. The purpose of the study is primarily to describe a situation, phenomenon, problem or event. In conclusion qualitative is a systematical application of the oral and written data.

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4 Ibid., p.32
In this study, the researcher defines the phenomenon at the eighth grade junior high school at Bilingual Integrated Junior High School Al-Amanah Krian about the role of language learning environment based on gender in supporting students' speaking skill.

B. Research Presence

In this research, the researcher acted as the instrument and the collector of the data. Interview guidelines were used to endorse the researcher's task as an instrument. Therefore, the researcher analyzed the data by interviewing students in grades VIII A and VII D of Bilingual Integrated Junior High School Al-Amanah Krian. The researcher analyzed the role of language learning environment on female and male students’ speaking skill development. Also, the researcher analyzed the differences of each gender language learning environment that support speaking skill development.

In the end, the researcher interviewed the teachers about the teaching speaking strategies which appropriate in developing students’ speaking skill at Bilingual Integrated Junior High School Al Amanah Krian.

C. Research Location

This research conducts in Bilingual Integrated Junior High School Al Amanah Krian. Based on some reasons, firstly, the curricula of the school have a different education system than the other school. It is the implementation of combining two curricula, the Islamic boarding school curriculum and the junior high school curriculum. The two curricula are applied integrated. The next, all of students Bilingual Integrated Junior High School Al Amanah are required to
interact or speak the language of bilingual pre-defined and agreed upon by the school and modern boarding school Al Amanah. In addition students of Bilingual Integrated Junior High School Al Amanah also have many achievements in academic and non-academic, and in particular achievement in the field of linguistics. In the last three years, they always get a lot of achievements and the average rank at the first or runner-up at the district and provincial.

The next, the school has a language regulation and special language training programs prepared for the eighth grade students that integrated with the Islamic boarding school. So, the students are obligated speaking English not only in the school but also in the Islamic boarding house. The last, school and Islamic boarding school have a unity in which students must attend boarding school rules also regulations that have been established. Like for example the rules of language, in two weeks the students changed the language in accordance with the rules specified. The language used by the school is English and Arabic.

Knowing those facts, the researcher is interested to know the students’ speaking skill based on their gender

D. Setting of the Study

a) Research Subject

There three variables in this research. There are english teacher, dormitory administrator and the population of the students eighth grade students (VIII A and VIII D) of Bilingual Integrated Junior High School

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Al Amanah Krian Surabaya. In researching eight grade students, the researcher use purposive sample. Purposive sample are used if description rather than generalization is the goal.\(^8\) This type of sampling is extremely useful when you want to construct a historical reality, describe a phenomenon or develop something about which only a little is known.\(^9\) The researcher choose the eighth grade they begin to speak full English language in everyday conversations both in school and outside of school (pesantren). In the seventh grade before, they were just adapt to the English language and learn a lot of vocabulary to requirements in eighth grade. This fact can support the researcher to achieve the purpose of this research. The selection or criteria of the students who interviewed by the researcher based on the characteristic is stated below:

a. Four students (two female and two male students) which has good score

b. Four students (two female and two male students) which has moderate score

b. Four students (two female and two male students) which has low score

\(^8\) Dr. Catherine Dawson. *Practical Research method*. UK: Oxford. p. 49

b) Place

The researcher conduct this research in eighth grade because according the language rule of the school and Islamic boarding school, eight grade students were appropriated using full English language in everyday conversations both in school and outside of school (pesantren). The researcher choose two classes of female and male class randomly.

E. Source of Data

According to Arikunto, the source of data is the place or thing in which is the researcher can observe, ask or read about related matter of the object being studied. It can be divided into person, place and documentation. In research, data and source of the data is the key to answer the problems in the field.

In this study, the researcher gained the data interview some of students and the teacher. The result interview processed as a data. The data explained and answered the research question about what the role of language learning environment on students’ speaking skill development and what the differences between female and male learning support.

F. Data collection technique

To obtain the valid data, the researcher use kinds of data collection. For conducting the research, the researcher used some methods of data collection as follow:

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1. Observation

In this research, observational studies use to understand complex issues through direct observation and then, conceivably, asking questions to search clarification on certain issues. The researcher use the observation to clarify the issue on the field. The researcher observed the environment inside and outside the school which support the students’ speaking development.

2. Interview

The researcher did interview to get the information from the interviewee. The researcher used the interview as an instrument, because the researcher wants to know the influence of language environment on their speaking. The researcher interviewed the teacher’s teaching method in teaching speaking class and will interview twelve students consist of six male and six female students of eight grade.

G. Research Instrument

To obtain the valid data, the researcher use kinds of data collection. For conducting the research, the researcher used some methods of data collection as follow:

1. Language learning environment checklist assessment
The researcher used observation checklist to check the elements of language learning. According to Sutrisno Hadi checklist is a list that contain of factors that are observed. Checklist is used to systematize the transcript of observation.

2. Interview guideline

The researcher used the interview guideline as an instrument to know the influence of language learning environment on students’ speaking ability. The researcher interview the teacher’s teaching method in teaching speaking class and interviewed six students from male and female students each every classes of eight grade.

3. Language learning environment checklist assessment

The researcher use the language learning environment assessment checklist to know what the elements of language learning environment that exist at the school. Also for convincing the data from the interviewee.

The instruments are adapted from Ela Rosyida’s thesis entitled” Learning Environment Which Supports Students’ Fluency in Speaking English: A Case Study In SMAN 2 Jombang”.

H. Data analysis technique

Initial data analysis are implemented in order to test for assumptions underlying the data, to gain descriptive data, and to help determine the property of the extent. Thus, this stage of data analysis involves of initial, or preliminary, data analyses, to describe the sample, check for data errors, check the reliability of measures for this sample, construct scale scores, and check if the data have
the properties that will allow the intended techniques of analysis to be used.\textsuperscript{13} Time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents which must be examined and interpret are data analysis in qualitative research.\textsuperscript{14} Qualitative analysis involves attempts to comprehend the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do, and connect up the new knowledge with what is already known.\textsuperscript{15}

Therefore, after the data is gathered from the result of collecting data, they must be managed and organized. The data must be described, classified, and interpreted. Thus, the researcher represents the data for others.

In this case, there are three stages in analysis qualitative data\textsuperscript{16}.

1. Familiarizing and organizing

In this stage, the researcher must be immersed in the data. Field notes, audio tapes, video tapes, observer comments, and other data must be put into a form ready for analysis. The researcher can write notes or memo to capture the information from the data. It help researcher be familiar with the data. After that, Files can be organized in a variety of ways, for example, by interview, by questions, by people, or by places.

In addition, the researcher collected all of data she or he got. The researcher collected the result of preliminary research, field note, interaction

\textsuperscript{13} Phyllis Tharenou, Ross Donohue and Brian Cooper, \textit{Management Research Methods}, 191.

\textsuperscript{14}Donald Ary, \textit{Introduction to Research in Education}, (Canada: Nelson Education, 2010), 481

\textsuperscript{15}Ibid.

\textsuperscript{16}Ibid.
with the subject, etc. After that all of the data are ready to process and analyze for the next step.

2. Coding and reducing

This is the process to generate categories and themes the data that gotten in writing form (script). In this stage, the researcher changes the result of documentation into script analysis of document. Thus, she or he changes the recording of interview in a writing form without decreasing or adding any words.

After that the researcher analyzed the result of interview and documentation. The researcher made a theme table to categorize the respondents’ statement. The statement that explains the theme put on the theme table. Thus, the next step is giving code for the statement. Giving code is to show the identity and explain the subject. Thus the result of documentation analyze with the rubric of argumentative essay.

3. Interpreting and representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. In interpreting qualitative data, the researchers confirm what they already know is supported by the data, you question what they think they know and eliminate misconceptions, and they illuminate new insights and important things that they did not know but should have known. Then Representation involves how the data are presented. It can use graphs, pictures, diagrams,
figures, or frameworks. In this stage, the researcher interprets the finding and stating conclusions.

I. Checking validity of findings

The researcher use some techniques to check the validity of findings, they are:

1. Triangulation

Triangulation is the most common way used to increase the validity of data in qualitative research. Triangulation is a technique to check the validity of the data which utilized something besides the data. It used to check or to compare the validity of the data\textsuperscript{17}.

Triangulation compares the observed data with the results of interviews and results of documentation. Thus it becomes evidence when compared to similar data which obtained from other different sources\textsuperscript{18}.

2. Peer Debriefed

Peer debriefed is a technique that is done by exposing the interim results or final results obtained in the form of an analytical discussion with colleagues. Based on the information that was gathered, dissent is something which is expected, because it can establish result of the research\textsuperscript{19}.

\textsuperscript{17}Lexy J, Moleong, \textit{Metodologi Penelitian Kualitatif}, (Bandung: PT. RemajaRoesdakarya, 2004), 178
\textsuperscript{18}Lexy J, Moleong, \ldots, 179
\textsuperscript{19}Lexy J, Moleong, \ldots, 178
3. Criterion-related validity

Criterion-related validity means that the measure predicts a relevant criterion. In other words, it attempts to answer the question, ‘Does it matter?’ Criterion-related validity is practical and pragmatic. However, the choice of the criterion variable is critical. Smithson notes that the criterion measure should be known to be reliable and valid already\(^{20}\).

J. Research Stages

In qualitative approach, there are some stages done by the researcher. There are three research stages; they are preliminary research, research activity, and intensive analysis\(^{21}\). The researcher also writes the research report as the last stage\(^{22}\). In this study, the research uses some stages, they are:

1. Research design

   In this stage, the researcher formulated research title and research questions, examined related literatures, choose the research location based on the suitability of research question, determine research subjects, and choose collecting data instruments.

2. Preliminary research

   In this stage, the researcher collects the information to write research proposal, decide research instruments, organize preliminary research, construct research instruments, and prepare for research activity.

3. Proposal seminar


\(^{21}\)Lexy J, Moleong, *MetodologiPenelitianKualitatif*, (Bandung: PT. Remaja Rosdakarya, 2004), 84

\(^{22}\)Ibid, 84
In addition, the researcher presents her research proposal to the examiner of proposal. Thus, the researcher got some suggestions to repair the proposal.

4. Research activity

In this study, the researchers do some activities dealing with the description of research activity in the field. The description itself is divided into four parts, they are:

a. Recognizing research background and self-preparation

In this part the researcher choose the main focus of the research that were supported by the fact of the data such as the percentage of supporting elements of developing speaking skill on students environment, speaking interest of students and the other. Besides that, the researcher adjusted the paradigm with the related theory, explored the research instruments, observed the research place, and asked permission to the research object.

b. Planning

In relation to the application of action research, the researcher made a prior preparation to the implementation of action based on preliminary research. In this case the researcher ask for the score data of the student to the teacher to determine the respondents will be interviewed and their opinion about which supporting element that most useful in increasing their speaking. Thus, the researcher met them again to interview.
c. Implementing

The researcher did this part after completing the planning step. In this step, the researcher analyzes which element of learning environment using rubric assessment from the teacher and previous study. Then, to answer research question number two, the researcher analyze the result of interview with students. The result of interview will match with their opinion which the most helpful elements.

d. Concluding

In this part, the researcher reflected the data that will have been found out through the related theory. Then, the researcher discusses all information concerning the research to find out the data. Finally, the researcher concluded the result and finding to answer the research question.

5. Writing the research report

In the study, the researcher consider some aspects related to the writing of research report, they are design of the report, basic content of the report, parts of the complement and written system of the report.