

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

This research used descriptive quantitative method because this research was to investigate the factors of the reasons why the students rarely speak English. It meant that the research used survey as a method to collect the data. This study was to find out the students' reasons of their condition of rarely speak English. Then, this study described or analyzed the factors which caused the students rarely speak English.

#### **B. Preliminary Research**

According to the researcher everyday observation, the students of English Teacher Education Department (ETED) rarely speak English, in this research context the sixth semester students. Actually, the researcher had conducted a pilot research on May 13<sup>th</sup>. The pilot research used the questionnaire as a tool to gather the data. And according to the questionnaires which have been filled by the participants based on their own perspectives, it could be found that there were factors which caused the students' speaking which seemed to be rarely.

#### **C. Setting of The Study**

This study was conducted in State Islamic University Sunan Ampel Surabaya and to the students of English Teacher Education Department (ETED). The students there were going to become a teacher one day but

they rarely spoke English. Also, currently there was a specific lesson or course which only taught speaking to the students and also required the students to speak English, but actually they only spoke English when the teachers asked them or talked to them. The rest of it, they spoke in their mother tongue or in Bahasa. So, it was very appropriate to be held this research in this University, especially in the ETED. The researcher contributed as the person who gave the questionnaire to the participants. And then, the participants filled out the questionnaire and they were not given an exact time to fill the questionnaire.

#### **D. Subject**

This study involved 87 sixth semester students of English Teacher Education Department. The sixth semester students were chosen considering that they had learned and finished their learning in 4 speaking course, speaking 1 until speaking 4; therefore their speaking skills might be improved but the fact, they still rarely spoke English in their daily communication

#### **E. Data And Source Of The Data**

The data was obtained from the questionnaire which had been filled by the participants and then would be analyzed by the researcher. And the participants themselves would be the sources of the data.

## **F. Research Procedure**

First, the researcher made the questionnaire. Then, the questionnaire was validated by a lecturer to make it more valid when it became a data. In the day when the researcher conducted this research, it was begun by giving the participants the questionnaire one by one, regarding the factors that might hinder them from speaking English more. Then the participants filled the questionnaire with their own answer based on their true feelings when they were speaking English; in other words, their own perceptions.

## **G. Data Collection Instrument**

The research instrument applied in this study was a closed questionnaire. According to Key, Closed questionnaire or restricted form - calls for a "yes" or "no" answer, short response, or item checking; is fairly easy to interpret, tabulate, and summarize<sup>48</sup>. The researcher used this type of questionnaire because this type contained item checking as in the questionnaire used in this research. The questionnaire used was about the factors which the participants might feel when they were speaking English inside and outside the class. The statements in this questionnaire included the 3 types of factors which caused the participants' speaking. The type which had been mentioned in the previous chapter was psychological factors, linguistic factors and contextual factors. And about the amount of

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<sup>48</sup> Key, James. P. 1997. Questionnaire and Interview as Data-Gathering Tools. Oklahoma State University. Available:  
<http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage16.htm>

the questions, it was about 32 questions which the form was checklist which the choices were always, usually, occasionally, rarely and never. The questions were separated into 3 based on the categories of the 3 factors (*see appendix 2*). The questions were made based on some sources.

They were a study written by:

1. Bashir, Marriam., Azeem, Muhammad., Dogar, Ashiq H
2. Beaufort research: Wales.
3. Al-Jamal1, Dina A., Al-Jamal2, Ghadeer A.
4. Hsu, Tsu-Chia.
5. Juhana
6. Walqui, Aída

## **H. Data Collection Technique**

In collecting the data, the researcher used questionnaire which was given to the participants and filled by them based on their own feeling.

## **I. Data Analysis Technique**

In this study, the researcher obtained the data from the questionnaires. Then, the researcher analyzed the factors which caused the participants' speaking based on the questionnaire filled by the participants. Further explanations would be given as the result of the study in the next chapter.

In order to analyze the data, the researcher calculated the data using the following formula:

### 1. To Find The Point of Frequency

Point= amount x each point of each frequency

Based on the choices, this research used Likert Scale; therefore, each of frequency had their own point. Here are the details:

Always = 5

Usually = 4

Occasionally = 3

Rarely = 2

Never = 1

For example, the amount of always was 30, then it was multiplied by 5 and the result was 150.

But there were some statements in the questionnaire which could not follow those rules above. For those special statements, the point of each frequency was in reverse order and called the reverse rule.<sup>49</sup> Here are the details:

Always = 1

Usually = 2

Occasionally = 3

Rarely = 4

Never = 5

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<sup>49</sup> The rule was made by the researcher based on the condition

This reverse rule happened because the statements did not show what the researcher wanted to find. For example, there was a statement “my teachers motivate me to speak English all the time”. That statement was said so because the researcher wanted to find the lack of motivation of the students but this statement did not show any lack of motivation; therefore this statement used the reverse rule. To look at which one from the statements that was included into the reverse rule of point, it was showed with the red color on the table of data (*see appendix 1*). And for the calculation, for instance the amount of always was 30, so it was multiplied by 1 and the result was 30. And then each statement had the point summed from all the 5 frequency; always, usually, occasionally, rarely and never. For example the point of always after multiplied it with the amount was 150, usually was 80, occasionally was 90, rarely was 10 and never was 2. Then those points summed up and the result was 332.

To make the result easy to understand, the point was divided into 3 categories. They were strong, medium and weak. The actual point was 435, divided into 3, the result was 145.

Weak = 0-145

Average = 146-290

Strong = 291-435

2. To find the percentage

$$\text{Result} = \frac{\text{Sum of the point}}{\sum \text{ actual total points}} \times 100 \%$$

The percentage of each statement was to be found following the formula above. The actual total point was 435, taking from the multiplication of total participants 87 and the highest point of frequency 5. For example, taking from the summed points above, 332 was divided into the actual total point 435 and then multiplied by 100%; the result was 76.32%.

3. To present the data

This research used the table as follows:

**Table 1.** *Data Presentation*

Statement	Choice	Amount	Point	%
	Always			
	Usually			
	Occasionally			
	Rarely			
	Never			
Sum				