

CHAPTER III

RESEARCH METHOD

This research focused on speaking betterment that took a place in SMA Negeri 1 Sidoarjo located on Jl. Buduran, Sidoarjo. This research was conducted on three weeks started from Sunday, June 3, 2012 as the schedule of the Debate club been arranged. This research focused on the English speaking skill betterment that applied in the EFOS Debate club in SMA Negeri 1 Sidoarjo because of its member improvements inside and outside of the class as well.

So that, this research came with the research question of what the strategies that debate community has to improve English speaking skill of SMA Negeri 1 Sidoarjo' students. In order to achieve the objective of the study, this research came with the research genre and research design. After that, determine data and source of data, then collecting data from the source using data collection techniques, analyze it and check the validity of the data. And all of the procedures are explained as follows,

A. Research Genre

This research genre was basically *descriptive qualitative*. In nature, it was dealing with the process of situations and the course of events happening in natural settings. It described facts as they were founded in the field. In descriptive qualitative, the data collected in the form of words and pictures

rather than a number.¹ A study could be categorized as descriptive research if it had the aims to obtain information of an existing phenomenon without manipulating variables and it not directed to examine the hypothesis.²

And then, this research focused on *descriptive-clarification* because the research described the action that the members of the club did and implemented. The research clarified the theory that undercover the research and then going through the observation and interview session to prove it.

B. Research Design

The study was based on field research. In the field research, the method used to uphold this research was personal interview to the coach and a few members and also hold an observation to club's activities.

In a personal interview section that conducted in English, the researcher filed the data from the member about the advantages and the disadvantages of their presence in debate club toward their subject in the school and English speaking skill betterment. And then, the researcher asked about the effectiveness of the activity in debate club as well. Furthermore, from the interview section, the researcher could measure the ability of speaking English of the members as well. To smoothen the data finding, the researcher used an interview guideline which served in appendix 10.

¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, (Bandung: Alfabeta, 2011), 13.

² Donald Ary, *'pengantar penelitian dalam pendidikan (translated by Arief Furqon)'*, (Yogyakarta: Pustaka Pelajar, 2007), 447.

Thus, the researcher collected the data of the role of the coach presence in the every single debate club meeting in order to catch the strategies of speaking betterment which the coach implemented in debate club itself. To smoothen the finding of data, the researcher provided the observation checklist which served in appendix 3.

In the field observation session, recording all the club's action, activities and rehearsal were the researcher's privilege. Hence, the researcher prepared the suitable equipment to smoothen the research project. This field observation was the main data for the research that served in the field note as presented in appendix 1.

To know the strategies of the debate club regarding its members' improvement on language development, the researcher conducted the observation in three weeks. In this observation, the researcher analyzed the activity that the coach and the member did in every single meeting and then test students' English speaking fluency by conducted the English debate simulation over EFOS member at SMA Negeri 1 Sidoarjo.

C. Data and Source of Data

Source of data of the research was the subject where the data obtained, the coach and the member of EFOS English debate club themselves. Therefore, qualitative study is description of phenomena that is written in form of text. It could be words, sentences or even picture.

Data used in this research was divided into two data, the primary data and the secondary data, and would be explained as follows,

1. The primary data

- a. Data from the coach as the subject of this research, the coach was the key person to succeed this research, all the sentences, insight, the suggestion and the strategies that the coach used in the English club was the main subject to be studied further.
- b. Data from the member of English club as the object of this research, the whole member of this Debate club was 12 people. The population was homogeneous, because the members are from the first grade until the third grade of Senior High School level. For the exertion of validity and reliability of the research, 30% of the members are being interviewed. That was 3 students had been interviewed.

2. Secondary data

Secondary data was the data gotten from all documents which was needed for this study such as: the certificate of achievements they obtained, the handbook and life histories of EFOS debate club.

This data was valid because the researcher directly did the observation to the source of data. The researcher reported the real situations during the observation through field note. In addition, the data could be generalized. In short, it was applicable to other situations.

In qualitative research, reliability could be regarded as a fit between what researcher record as data and what actually occurred in the natural setting that was being researched. To make it happened, the researcher would do the repeating observation³.

D. Data Collection Techniques

Collecting data was the crucial aspect in the research. In order to get the data which was relevant and needed to accomplish the research, the researcher chose observation and interview techniques. The observation technique needs observation checklist (see appendix 1) and field note (see appendix 4) as the instruments to achieve reliable findings of coach's strategies and activities on speaking betterment. Furthermore, interview to the member and the coach accomplished the data needed to answer research question number two and three as served in appendix 7 because the sources of data in the qualitative research were the spoken data from the subject, material, motion and process of something⁴. Here are the explanations of research techniques and its instrument that applied to uphold the research;

1. Observation

Through observation, the researcher learned about behavior and the meaning attracted to those behavior.⁵ In this way, the researcher could look directly at what was taking place *in situation*

³ Lois Cohen, *Research Methods In Education*, (London and New York: Roulodge,2007), p. 396

⁴ Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan....* p. 129

⁵ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif* p.310

rather than relying on second-hand accounts⁶. Observational data should enable the researcher to enter and understand the situation that was being described.

There were three classifications in doing observation: participant observation; overt and covert observation; and unstructured observation. Spradley stated in Sugiyono that participant observation itself has four types: passive participation, moderate participation, active participation, and complete participation.⁷

In this research, the researcher used passive participant of participant observation. It mean the researcher observes what people did, listened what they say and did not interact or participate. The observation aided by observation checklist (Appendix 1) and field note (Appendix 4). Here are the explanations of each instrument.

a. Observation Checklist

Observation Checklist was conducted for three weeks, it concerned on how the club could assist, control, and form the members to be the qualified people on debating, in this case were speaking improvement oriented. Thus, the researcher needed the camera and handy cam to record all necessary things upon this debate club.

⁶ Lois Cohen, '*Research Methods In Education*', (London and New York: Roulodge,2007), p. 396

⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif....* p. 310

Therefore, this technique was taken to answer the first research question on what the strategies that debate club implement to meet the students' expectation on speaking skill betterment.

b. Field Note

Field note, according to Bogdan and Biklen, is written record of what is heard, seen, experienced, and thought that aims to collect data and reflect the data in qualitative research.⁸ This instrument was needed to make the data valid and reliable because this field note was made, as soon as the researcher came from observation place, based on the real situation, what is heard, seen and experienced during the observation.

The content of the field note consisted of two main segments. First, descriptive part consisted of overview of background observations, people, actions and speech. Second, reflective part consists of framework of thought, researcher's opinion, ideas, and concern.⁹ This field note technique (Appendix 3) was taken to answer the second research question that focused on the effectiveness of the club's strategies towards

⁸ Bogdan, Robert C. & Sari Knopp Biklen, *Qualitative Research for Education: An Introduction to Theory and /methods*, Boston: Allyn and Bacon, Inc, 1982, p. 74

⁹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif – Ed. Revisi*, Bandung: PT. Remaja Rosdakarya, 2011, p. 211

English speaking skill that will be analyzed by the researcher further.

2. Interview

To accomplish the data, the researcher asked the information from the sample through interview method. This interview section was conducted in 20 minutes each, the interview section was questioning the active involvement of them, their progress in learning English speaking in this club, the effectiveness of the strategies uphold by the coach and what the significant advantages and disadvantages that they already achieve through this debate club. All the interview section was aided by interview guideline served in appendix 7.

Furthermore, the researcher could see the improvements of the member by asking their previous ability in speaking in English before joining EFOS and assess their present speaking ability through this personal interview because the interview was conducted in English.

Therefore, this technique was taken to answer the second and third research questions on whether each strategy could meet the extended purpose on speaking skill betterment or not and describe the advantages and disadvantages from their participation in debate club.

This interview section was recorded in order to give a reliable result of the research and ease the researcher to get the necessary information related on the research.

E. Data Analysis Techniques

Analyzing data in qualitative research was conducted before, during and after the field research. Qualitative data analysis involved organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities¹⁰.

The techniques of data analysis applied in this research was Interactive Model of Analysis Miles and Huberman. The process of analyzing data was an ongoing with the process of collecting data. When did the interview, the researcher had analyzed the answers of the questions. It would be done as far as the answer was satisfying.¹¹ In this model, suggesting at least four procedures should be performed interactively in data analysis. Those procedures were data collection, data reduction, data display, and conclusion drawing.

Data collection referred to the process of collecting data in the field. The data of this study collected throughout the observation in three meeting of Debate club itself. The observation was aided by the observation checklist to know the coaching process in three meeting. And using field note to know how was the implementation of the activities that the debate club have been

¹⁰ Op.cit, *Research Methods In Education*, p.461

¹¹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif....*, p.337

uphold. Further, researcher interviewed the three students as the representative of all the members in order to get validation of data.

Data reduction involved the process of selecting, transcribing, and translating the raw data obtained in the data collection. In selecting the data, the researcher sorted the raw data. Only the relevant data was taken; whilst the irrelevant data were discarded. The relevant data were the data about the coach-member interaction and the activities that the club held until the researcher found the strategy that the club have to meet their member's expectation on speaking English betterment. All of the data selected were transcribed into the written form.

Data display referred to the process of organizing and arranging the selected, transcribed, and translated data in the form of field note. Those data described how the implementation of the coach's strategies and also the activities that the club uphold in every meeting and what the advantages and disadvantages of the club member have during their participation in the club. The data display based on the formulation of the research problems. The data from the coach interview used to support the analysis of the strategies that the coach did in toward the club. The most frequent form of display data for qualitative research data in the past has been narrative text.¹²

Finally, *conclusion drawing* was the last procedure of analyzing the research data. In this step, the researcher drawn conclusion based on the

¹² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif....*, p.341

findings and the discussion of the findings.¹³ The conclusion drawing was the answer of the research question that had been formulated in the beginning of the research.

F. Data Validity Check

To make the data of the research valid and reliable, the researcher expanded the research period to ensure the validity of data, continued by the triangulation of data consist of source triangulation, technique triangulation, and time triangulation. And further, the researcher used media references in the form of handy cam and camera to make the data reliable. After that, uphold member check was benefit for checking the validity of the temporary finding result, this member check could be conducted in the discussion session with the object to reduce, add, or agreed the finding. So that, the researcher could compose the report in a well organized, detail, systematic, and reliable report in order to get the transferability that mean the result could be applied in another place (transferable).

So forth, the researcher did the dependability and confirmability check to the supervisor by giving the research track of record in order to audit the result and its objectivity.¹⁴ So there were the efforts of the researcher to get the validity and reliability of the research.

¹³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif....*, p. 345

¹⁴ Sugiyono. *Memahami Penelitian Kualitatif* (Bandung: Alfabeta, 2010) 120-131.