CHAPTER III

RESEARCH METHOD

This chapter consists of some principle components of the research methods used in this research. They are research design, researcher presence, research focus, research subject and setting, data and source of data, research instruments, and data analysis.

A. Approach and Research Design

This research used qualitative design with case study approach. Qualitative design is applied since this inquiry started with the hypothesis that there is a cultural teaching process in speaking for everyday communication class. Furthermore, that issue is aimed at examine intensely with two focuses which are what cultural materials are and how it is taught in the classroom. In this case, the data were gathered through document study, observation in the real class, and interviewed the informants who linked directly with the issue. Those characteristics synchronize with the Creswell theory that stated qualitative research begins with the assumption.[1]Then, it is conducted to gain complex and detail understanding about the case.[2]Moreover,

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[1] John W. Creswell, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, (California: SAGE Publications, 2007), 37.
[2]John W. Creswell, *Qualitative Inquiry and Research Design…* 40.

31

the research was accomplished by collecting the data in the natural setting of the subject.[3]

For the approach, case study is chosen since the research inquires are more than one specific case yet still bounded to each other, in this matter the problem are the cultural content and how it is taught. The case points to two different problems, but they are still connected in one main field which is culture. Furthermore, the research involves several various data collection like observation, interview and documents which is commensurate with case study approach description.

It is synchronized with Creswell theory that contended, "Case study research is a qualitative approach in which the investigator explores a bounded system (a *case)* or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case *description* and case-based themes."[4]

B. Researcher Presence

The role of the researcher in this research is as the instruments. The instruments here means that the researcher acted as the planner, data collector, data analyst, data interpreter and finally also as the research's reporter. Due to those roles in the whole research process, the researcher can be named as the instrument. Moreover in

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[3]John W. Creswell, *Qualitative Inquiry and Research Design…* 37.
[4]John W. Creswell, *Qualitative Inquiry and Research Design…*73.

thisresearch, the researcher presence was significant and necessary since she needs to be responsive and actively participate in every step of research. Additionally, the researcher identified herself as the researcher to their informants and participants, the position of the researcher would be clear because she would explain to the participant her status in this research, the reasons and the goals of the research, so the participants would know that they were going to be observed.

C. Research Location

This research was conducted in UIN SunanAmpel Surabaya, especially in speaking for everyday communication class. First, the class is chosen based on preliminary research by short interview with one of speaking class lecturers who stated that cultural teaching has been being held during the class though it is still lacking. Second, it is based on self-experience as a student in speaking class which noticing that cultural content material has being ignored both by lecturers and students themselves. Third, the speaking class is chosen because the cultural knowledge has more influences in communication while oral or verbal interaction are the most common to get distorted or misunderstood rather than non-verbal communication like writing.

Speaking for everyday communication class was divided into four classes in which two of them were taught by Mr. Sigit Pramono and the others two were taught by Mr. RachmatEfendi. The class chosen as the research location was decided in class

A which consisted of 35 students and lectured by Mr. Sigit. This choice based on the preliminary research which confirmed in only Mr. Sigit's class the cultural content has been taught. The cultural content or cultural teaching has been performed during culture corner session in each meeting. Otherwise, the class of Mr. Rachmat often exposes Malaysian culture which is not included as the native English speaking country. Furthermore, the class is chosen to represent the other classes' case since the material and lesson were same. However, the classes with the most students number are selected in order to get the overview of the cultural teaching practice are conducted in a big class, thus A classes are picked as the research location. The class consists of the students who are in the second semester program academic year 2014/2015 and 2015/2016.

D. Data and Source of Data

1. Type of Data

The primary data of this study was the data of cultural content and how it is delivered in speaking for everyday communication class. The primary data gained by doing documentation such as the coursebook, lesson plan, and syllabi. Besides it, the data were obtained by doing classroom observation in the classroom and came in the recording video form and field notes.

The secondary data was sorts of data gathered to support the primary data result. The secondary data were obtained by interviewing students and lecturers

which used to check the cultural content teaching lesson and the way of delivering it directly from the person related with the context. The interview could also be used to confirm whether the documents and the real teaching practices match with lesson plan and recording video as proof of cultural content materials and how to deliver it.

2. Source of Data

The main source of both primary data and secondary data was students and lecturer of Speaking for Everyday Communication Class. The class picked was A class from 2014/2015 and 2015/2016 term which comprised approximately 35 students. The lecturer was Mr. Sigit who teaches two classes from all four classes of Speaking for Everyday Communication classes. The lecturer and the students were the subject of the research who involved in cultural learning which integrated in speaking for everyday communication class. The primary data was obtained by collecting the documents (lesson plan, syllabi, and coursebook) and analyzing them. Afterwards, the data was identified and categorized into three main types of cultural content. The other primary data which is recording video was taken in speaking for everyday communication class before it was being analyzed to describe the lecturer's way in delivering the culture materials.

The secondary data was gained by interviewing the lecturer and students of speaking for everyday communication class.

E. Data Collection Techniques

To acquire the data for this research, the researcher used several kinds of data collection technique, which are: documentation, observation, and interview. The process of collecting data is specified in the table below:

Table 3.1
Techniques for collecting data

Techniques / Research questions	Documentation	Classroom Observation	Interview
RQ 1: What cultural content has been taught in speaking for everyday communication class?	√	-	√
RQ 2: How has cultural content been taught in speaking for everyday communication class?	√	√	√

1. Documentation

Documentation was done to gather all the data to answer both first and second of the research questions. The researcher conducted the documentation by gathering several forms of documents from the lecturer of speaking for everyday communication classes. The first type of data is the coursebook and syllabi to analyze the first research question about what the cultural content taught in the class. Next, the second type of document is the lesson plan for the whole semester as a supportive mean beside the observation to analyze and narrate the process of

cultural teaching in the class. Except the documents mentioned, there are some other documentation processes accomplished while doing the observation which are video recording and field note taking. Recording video and field note were also used as a document to answer the second research question.

2. Observation

The researcher conducted a direct observation by attending the class. This technique is suitable to gather the qualitative data which are basically taken from natural setting of the research subject. The observation purposes were to record, search and examine the whole process of classroom interaction and discourse focused on the lecturer. Although observation emphasized on the lecturer, but it also involved the whole class interaction includes the students. Approximately, there are 35 students in the class. Observation is aimed to understand the way that lecturer used to integrate and deliver cultural content to the students.

The observation process was being recorded from opening to the closing. In addition, the researcher took some notes during observation whenever found things related with the cultural materials. Observation conducted three times which is once at the end of the second semester of 2014/2015 term on May 2015 and twice at the beginning of semester of 2015/2016 term on March 2016.

3. Interview

Interview conducted by the researcher to get more detail answer related with the research question number one and two. The interviewees are speaking for everyday communication lecturer and five students of the class. The interview response is aimed to confirm and support the others data so that analysis result can be more reliable. By interviewing two kinds of source, the answer would not only come from one party so the reliability of one party can be checked from another party.

Furthermore, the type of research interview used in this research is semi-structured interview. The semi-structured interview is a kind of interview which lets both, interviewer and interviewee develop their ideas to address the questions and answer them all by a more flexible way though still within purposed framework designed in advance.[5] In this interview, the lecturer was asked seven main questions, while the students were asked five main questions. Mainly, the lecturers and students were inquired to explain and describe the cultural information they recognized and the way of the cultural-teaching embedded in speaking for everyday communication class. Additionally, they are asked to explain whether instructional materials and media used to add cultural content lesson.

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[5]MartynDenscombe, *The Good Research Guide for Small-Scale Social Project* (Maidenhead: McGraw-Hill Open University Press, 2010), 175.

F. Research Instruments

Instruments employed in this research are:

1. Video Recording

Video recording here contains of class activity in speaking for everyday communication class. This video was used as aids to observe the way of cultural teaching lesson delivered by the lecturer. By using video recording, the researcher could re-observe and re-analyze, as it could be seen after direct observation in class as often as possible. The video could help the researcher to recall any points that might missed or forgotten in the moment of observation.

2. Interview Guideline

The interview guideline comprises into two types; one for the lecturer and another one for the students. The guideline is consisting of several questions which were used to answer first and second research problems but in a more detail description. The questions for the lecturer consist of seven numbers, which are: (1) Is there any cultural information/content during teaching speaking class this semester?, (2) If any, what kind of information have you integrated during teaching process? Describe it!, (3) To what extent do you integrate the cultural information/content in speaking class materials? Describe it!, (4) How frequent do you integrate any cultural information in teaching process?, (5) How do you integrate cultural information/content in the class? (6) What media do you commonly use to integrate the cultural content in speaking class materials?

Describe it! (7) Are there any additional sources that support incorporation of cultural teaching in teaching process that you use (such as books, internet materials or videos)?

While, for the students, the questions consist of five numbers, which are: (1) During speaking class in this semester, do you find any cultural information/content taught?, (2) If any, explain the cultural information/content you have found! (3) How frequent do you get any cultural information/content in the class? (4) How does the lecturer deliver or integrate cultural materials to speaking lesson? (5) What are media used by the lecturer to deliver and integrate cultural content in the class? Describe it!

G. Data Analysis Technique

Once the data had been collected, the next researcher's task is to analyze them with appropriate technique. There are several approaches offered to analyze qualitative data. One of qualitative data analysis techniques is described by Creswell in his book "Qualitative Inquiry and Research Design".

The general stages of analyzing qualitative data are by preparing and organizing all of the data gathered, afterward reducing the data into themes through a process of coding then eventually, providing the data in figures, tables, charts, or a discussion.

From one of three analysis models, the researcher picked the one that recommended by Huberman and Miles which has more detailed steps and systematic.

The steps to analyze are begun by writing notes.[6] It means that in this step the researcher wrote field note which kind of journal to describe the information from the observation and video recording. Besides, the researcher changed the interview record into transcript or paragraph model, or write down the observation result to depict the classroom condition. For the coursebook, the researcher also wrote notes to list and describes the points of cultural contents recognized. Field notes helped the researcher to understand the information more clearly since it involves the thinking process of the researcher to explore and re-examine the data and transform it into the notes through the words.

The next step is writing the reflective passages in notes.[7] After altering the data into notes form, the researcher can put their own analysis, opinion or their point of view regarding the data. In this process, the researcher gave their analytic and critical thinking as the process of data analysis, especially in the notes of coursebook. In this step, the researcher started to classify the cultural content based on the initial viewpoint by giving it the side margin.

Next, the researcher can write codes and memo.[8] The coding process is the essence in qualitative data analysis process which almost strategies always suggested. The coding data process defines as reducing the data into meaningful segments and

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[6] John W. Creswell, *Qualitative Inquiry and...* 149.
[7] John W. Creswell, *Qualitative Inquiry and…* 149.
[8] John W. Creswell, *Qualitative Inquiry and...* 149.

assign names for the segments.[9] In this research, the researcher codes the data based on the three main categories of Cultural Content type, which are: Products, Practices, and Perspectives. Organization of category can be processed in table to ease the analysis process, such below:

Table 3.2

Data Classification and Analysis

Topic/Question	Category
Cultural content 1. …. 2. …., etc	a. Product b. Perspective c. Practice

Subsequent step is counting the frequency of the codes.[10] Once data has been coding, the researcher can count the frequency of the codes by seeing how many times the code emerges in the database. It can show several circumstances for instance the indication of occurrence and consistency or even indication of contradictory views. The result showed the consistency of each category appearing in the class. Additionally, it also revealed which category is the most dominant and less dominant as the cultural teaching materials.

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[9] John W. Creswell, *Qualitative Inquiry and...* 148.

[10] John W. Creswell, *Qualitative Inquiry and ….*149.

Finally, the last step of analyzing the qualitative data is displaying the data through making contrasts and comparisons.[11] The result of the analysis process can be displayed into tables, gradients, or matrices completed with paragraph description.[12] In this research, the researcher compared the related theory used with the findings in the field. The comparison process was being done by classifying into 'Practices', 'Perspective' or 'Products' and giving the explanation why a certain material is classified into certain category using the theory, factual information and supporting with reliable reference.

H. Checking Validity of Findings

One of the important processes after data analysis is ensuring the validity of our findings. Validating can be done by triangulation. In triangulation, researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence.[13] In this case, the researcher uses triangulation from different methods and sources. Different methods are denoted from diverse data collection techniques used to answer the same research question; the researcher used documents and interview to answer the first research question, and used observation, interview, and documents to answer the second research question. While, for triangulation from different sources, the researcher will take the data from lecturer, students and documents as a secondary source.

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[11] John W. Creswell, *Qualitative Inquiry and...* 149.
[12] Matthew B. Miles, et.al, *Qualitative Data Analysis…* 284.
[13] John W. Creswell, *Qualitative Inquiry and ….*208.

I. Research Stages

a. The first stage: submitting research title and research proposal.

The first stage was submitting a title of proposal in department to be registered. Once the title was allowed and registered, a proposal was started being written along with the guidance of two advisors determined by the English Education Department. The proposal was written based on the rule and format given by the English Teacher Education Department. The research proposal examination accomplished after obtaining the approval from both advisors.

b. The second stage: doing a research and writing the research finding.

The second stage is starting the research with the guidance of the advisors. It was started with the observation. Afterwards, in order to get deeper and more detailed data, interview and documentation were done. Interview was accomplished to one lecture and five students. Documents were collected from the class lecturer.

c. The third stages: doing thesis examination and asking the legalization.

The third stage was registering and then joining examination with the monitoring of examiners, a secretary, and the chief of department. There should be some revision after the examination that must be completed. Then, the revision was submitted to the examiner till it was completed well with the legalization.