CHAPTER III

RESEARCH METHOD

This chapter deals with research methodology which is designed as technique to collect and analyze the data:

A. Approach and Research Design

This research is designed using qualitative descriptive method since this research describes based on the reality. Beverley Hancock, Elizabeth Ockleford and Kate Windridge defined qualitative research is as a way in describing and interpreting and might lead to development of new concepts or theory and it leads to have natural setting as the data.[1] Hence, it can be concluded that qualitative is dealing with real condition.

B. Research Location

This research is held at administration office major in State Vocational High School 1 Lamongan at Panglima Sudirman Street, No.84, Sidokumpul, Lamongan-East Java. In term of getting research subject, the researcher takes the sample in public speaking program.

C. Data and Source of Data

1. Data

Primary data was used by the researcher to answer the research problems. The data was explained in detail below:

The primary data of this study is the data from the students' result in questionnaire and audio recording. The students' result of questionnaire is used to find out the first research question. Students' audio recording is to find out the second research question and the teacher's audio recording is to find out the third research question.

2. Source of Data

The sources of both primary and secondary data were from teachers and students who encounter public peaking program at State Vocational High School 1 Lamongan. The primary data were obtained by asking the students to fill

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[1] Beverley Hancock – Elizabeth Ockleford – Kate Windridge, *An Introduction to Qualitative Research*. (The NIHR Research Design Service for the East Midlands, 2009), 6.

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questionnaire, interviewing the students and teacher who encounter public speaking program at State Vocational High School 1 Lamongan and conducting classroom observation.

D. Data Collection Technique

In this study, data were collected by techniques of conducting questionnaire, interview and doing observation. First, the researcher involved in classroom observation. Then, the researcher did questionnaire with the students. Last, the researcher interviewed the students and the teacher who encounter public speaking program at State Vocational High School 1 Lamongan. In essence, the process of collecting data is specified in table below:

Table 3.1 Data Collection Technique

Research Question	Data collection	Instruments
RQ 1	Questionnaire	Questionnaire
RQ 2	Interview	Interview list
RQ 3	Interview	Interview list

1. To answer the first research question, what level is the students' self-efficacy in *public speaking program* at SMKN 1 Lamongan?

   To answer the first question, the researcher gave questionnaire regarding students' self-efficacy in public speaking, especially in prepared speech to the students and asked the students to answer the questionnaire based on themselves.

2. To answer the second research question, what are the factors influencing students' self-efficacy in *public speaking program* at SMKN 1 Lamongan?

   To answer the third question, the researcher conducted the interview to all students who encounter *public speaking program* at SMKN 1 Lamongan to find out the factors influencing students' self-efficacy in public speaking, especially in prepared speech.

3. To answer the third research question, what is the teacher's strategy to improve students' self-efficacy in *public speaking program* at SMKN 1 Lamongan?

To answer the third question, the researcher conducted the interview to the teacher who taught *public speaking program* at SMKN 1 Lamongan to find out the teacher's strategy to improve students' self-efficacy in *public speaking program* at SMKN 1 Lamongan.

E.   Research Instruments

In case of collecting data of the research, it totally needs the instrument. Thus, the researcher designed the instruments for investigating research questions in two techniques included questionnaire, interview and classroom observation.

1.   Questionnaire

Questionnaire is needed to measure the students' self-efficacy in prepared speech. Researcher adapted questionnaire for measuring students' self-efficacy from Jami Leigh Warren's theses and dissertation entitled, "The Relationship between Service Learning and Public Speaking Self-Efficacy: Toward Engaging Today's Undergraduates". University of Kentucky, 2011**.** (*See Appendix 1)* Questionnaire of Jami Leigh Warren was chosen by the researcher as the references to construct researcher own questionnaire of self-efficacy in prepared speech. Researcher needed to modify questionnaire in order to match the need of researcher.

2.   Interview

Then, interview was also used to identify the factors that influence students' self-efficacy. The researcher stood on the factors influencing students' self-efficacy in public speaking based on four main sources of self-efficacy stated by Bandura **(See Appendix 2).** However, the researcher did not limit the other factors probably influence the students' self-efficacy in prepared speech at SMKN 1 Lamongan. The researcher involved to record and takes notes during teachers' interview process.

Then, interview was also used to identify the teacher's strategy to improve students' self-efficacy in public speaking. The researcher stood on the strategies improving public speaking and self-efficacy stated by Corno and Rebecca **(See Appendix 3).** However, the

researcher did not limit the other strategies probably used by the teacher in improving students' self-efficacy in prepared speech at SMKN 1 Lamongan. The researcher involved to record and takes notes during teachers' interview process.

F. Data Analysis Technique

In light of qualitative method, the researcher analyzed the data descriptively. The researcher transcribed the students' questionnaire of investigating students' self-efficacy, the students' interview of investigating factors influencing their self-efficacy and the teachers's interview of investigating teacher's strategy in improving students' self-efficacy. Then, the researcher also described the classroom observation in attempt recognizing factors influencing students' self-efficacy and teacher's strategy in improving students' self-efficacy.

Finally, the researcher descriptively put the interpretation towards the data to be discussed into the findings of the research with consistently referring to the research question as ensuring way whether the questions are answered. In essence, the data obtained from questionnaire, interview and observations were analyzed through these following detailed techniques:

1. Data Reduction

   Reducing data refers to choosing the primary data that only needed by the researcher. Reducing data means to choose and focus on the main topic of the research.[2] To reduce data in this study, the researcher coded data as follows:

   a. categorizing the students' self-efficacy based on their level.

   b. categorizing factors which influence students' self-efficacy.

2. Data Display

   After conducting the technique of reducing data, then the researcher set the technique to display the data. By displaying

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[2] Sugiyono. *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta Bandung, 2012), 338

data, the researcher was expected to understand the data which have been categorized to be arranged in good structure.

a. **Students' Self-Efficacy in Public Speaking.**

    1. Firstly, the researcher used the result of students' questionnaire and categorize their answer based on high and low self-efficacy categorization.

    2. Secondly, the researcher used percentages through this following formula to display the data of students' self-efficacy:

$$Result = \frac{Total\ items\ based\ on\ \text{Yes}\ or\ \text{No}}{\sum Total\ Items}\ X\ 100\%$$

    3. Finally, the researcher displayed the percentages of students' self-efficacy in public speaking in form of graphic and descriptive texts.

b. **Factors influencing students' self-efficacy.**

    Factors influencing students' self-efficacy was got by students' interview. Then, the students' interview was coded by the same response or answers. Thus, to display factors' influencing students' self-efficacy was by students' interview.

c. **Teacher's strategy in improving students' self-efficacy**

    Teacher's strategy in improving students' self-efficacy was got by teacher's interview.. Thus, to display teacher's strategy in improving students' self-efficacy was by students' interview.