CHAPTER III

RESEARCH METHODOLOGY

This chapter describes methodology of research used involved research design, subject and setting, source of the data and data, research instrument, data collection techniques, and data analysis technique of the study.

A. Research Design

This research uses a descriptive qualitative approach. Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world.[1]

It is a descriptive one because it aims to describe the data obtained as data found in the field. This study is a descriptive and explanatory characteristic since it concerns on describing or analyzing students speaking fluency and accuracy toward Speaking for Formal Setting Class in English Teacher Education Department of UIN Sunan Ampel Surabaya as the subject of this study. Thus, this study uses qualitative approach because it is supposed to be descriptive, holistic and subjective in observing the data. This research is considered qualitative because the data collected are mostly in the form of words rather than statistically analyzed.

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[1] S Merriam, *Qualitative Research: A guide to Design and Implementation* (San Francisco, CA: Jossey-Bass, 2009), 13

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B. Subject and Setting of the Study

This study involves students of Speaking for Formal Setting class at English Teacher Education Department of UIN Sunan Ampel who are in the fourth semester within Speaking for Formal Setting subject 2014-2015 academic year. The selected class is E class with 26 students. E class is selected because, based on the result of preliminary study, the students' speaking ability of this class are vary compared to the others. Nine students of the class are involved in this study to get detailed and greater portray of students' speaking ability in term of their fluency and accuracy.

Purposive sampling is used in deciding the subject of the research. He decided the subject based on the purpose of the research and lecturer's suggestion. The selection of the participant is based on the recommendation from the lecturer of the class. The three are smart students, three lower students, and three low students. Those three categories of students are chosen for the sample to get a complete data from the different kind of the students, the students performance could be different each other.

The research focuses on fluency and accuracy carried out by students of Speaking in Formal Setting subject. The reason choosing the students as subject here are the students are on English Teacher Education Department who are prepared as future English teachers. The students on the fourth semester are most considered as the subject because it is the highest speaking class level of a range

speaking curriculum in English Teacher Education Department which means they have passed the series three speaking classes from the first semester.

Since the focus of the study is fluency and accuracy of students' speaking, this study is conducted in UIN Sunan Ampel located in Ahmad Yani Street No. 117 Surabaya. This university is chosen because the university is just transformed from Institute to University by the expectation to review students speaking ability as a reference to the better curriculum arrangement of English Teacher Education Department.

C. Source of Data and Data

The source of data of the study is students speaking result gained from observation in Speaking for Formal Setting class. The lecturer is also resource person who gives information in relation to the students' speaking of the subject. Thus, to answer the first research question, the data is all the verbal utterances including words, phrases and sentences uttered by the participant in the form of their accuracy and fluency within Speaking for Formal Setting class during individual speech.

The lecturer words in term of his view of students' speaking ability including fluency and accuracy is also the data used to answer research question one because he takes a role as the controller as well as observer of the students' speaking activity within the whole semester in the class so that he knows exactly the portray of students' speaking ability.

The data is also the document of score resulting from students' speaking performances gained from the lecturer to answer the second question dealing with the extent of students' fluency and accuracy affect their speaking score. This score is compared to the each score of students' fluency and accuracy gained.

D. Research Instrument

The instrument used in this research is observation checklist supported by video recording and interview to observe students' fluency and accuracy in speaking. Those instruments are used to collect the data to answer the first research question. Besides, the speaking rubrics were also applied as an instrument to determine their fluency and accuracy in speaking English. Meanwhile, document study in the form of students' speaking score in Speaking for Formal Setting subject and the interview result is used as an instrument to collect the data to answer the second research question deals with the extent of students' fluency and accuracy affect students' speaking score.

1. Observation Checklist

Observation checklist is utilized as a tool of data collection. Narbuko, Cholid and Achmadi state that observation is a tool of data collection by doing the observation and takes notes the phenomena systematically.[2]

This instrument is used to find out fluency and accuracy of students' speaking skill in Speaking for Formal Setting class. Observation checklist is made in the form of 'yes' and 'no' answers to give exact answers about the

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[2] Narbuko, et. al., *Metodologi Penelitian* (Jakarta: Bumi Aksara, 2004)

research question of this study. The instrument of observation checklist can be seen on appendix 1. To avoid objectivity, the instrument was validated by two speaking lecturers; Sigit Pramono Jati, M. Pd as the lecturer of the speaking for formal setting class under study and Dr. Dzo'ul Milal, M. Pd.

2. Interview

A qualitative interview occurs when researchers ask one or more participant general, open-ended questions and record their answers.[3] General open-ended questions that are asked allow the participant to create options for responding and voice their experiences and perspectives.[4]

In this case, the interview is proposed to the lecturer by asking some questions in relation to the students' speaking in the Speaking for Formal Setting class including their fluency and accuracy to speak in formal way to get the description of students' speaking ability from the lecturer who guides their speaking activity in the class. Meanwhile, the interview session is also about the lecturer view of the score given and the fluency and accuracy in speaking that students' had. Thus, interview is used to answer the second research question of this research as well.

The interview guide is prepared to do interview to the lecturer. (See Appendix 3) Besides, it is also recorded in order for making the transcript of

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[3]John W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Edition (Boston: Pearson Education, 2011), 217
[4]John W Creswell, *Educational Research.............*, 218

interview. A validation of this instrument is also carried out by Sigit Pramono Jati, M. Pd and Dr. Dzoʼul Milal, M. Pd. as the lecturer of the speaking subject.

3. Video Recording and Transcription

Video Recording is used to record studentsʼ speaking to get more detailed and accurate data. The video recording is gained from the lecturer who is recorded students speak intentionally. In this case, the students are already informed by the lecturer that their speaking activity is recorded. This known video recording is expected to make students be ready to speak in the class for all their utterances are recorded. Furthermore, after the studentsʼ speaking is recorded, it is then transcribed. Later, it is the instruments used to describe studentsʼ speaking ability in term of their fluency and accuracy.

4. Scoring Rubric of Fluency and Accuracy Assessment

The result of studentsʼ speaking recording and transcription is assessed by the rubrics of speaking assessment. The scoring speaking rubric of fluency used to assess studentsʼ speaking fluency in this study is adopted from a scale for assessing fluency by Fulcher. (See appendix 8) The scale come with some concrete descriptions of learner language which cover rate, phrasing, intonation, pausing, stress, and integration which are commonly used to acquire English speaking fluency.

Accuracy assessment used is adopted from "A Holistic Range of Rating Scale in Grammatical Accuracy" by Purpura (see appendix 9) due to its complicity speaking accuracy especially in grammar and vocabulary and

Henrichsen (see appendix 10) for the pronunciation rubrics. Students'
speaking recording result is used to score their fluency and the accuracy which
is scored from their speaking transcription. The score used is the score gained
from the lecturer as a speaking scores result of Speaking for Formal class. The
score gained from speech presentation performed by participant is compared
to speaking score given by the lecturer to know the extent of students' fluency
and accuracy affect students score.

5. Document Study

The documents collected include students' speaking score list
compromised by the lecturer in the class as the result of students' speaking
assessment in Speaking for Formal Setting subject in English Teacher
Education Department of UIN Sunan Ampel. The score is the result of speech
performance of each student in the class.

E. Data Collection Technique

The techniques that used to collect the data are observation, video
recording, documentary, interview and document study.

1. Observation

Observation is a fundamental and highly important method in all
qualitative inquiry.[5] Additionally, a non-participant observation is conducted.
Ostrower states that non-participant observation is for gathering primary data

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[5]C Marshall, - G B Rossman, *Designing Qualitative Research*, 4[th]edition. (London: SAGE Publication, 2006)

about some aspect of the social world without interacting directly with its participant.[6] A non-participant observer is carried out during the data collection process. It means that while observing the students in speaking process, the researcher did not get involved in the classroom activities. The aim of classroom observation is to see the actual process of speaking carried by students. The class is observed carefully till the identification of students' fluency and accuracy can be attained. The observation is more about how do students speaking in term of their fluency and accuracy within the class.

The observation checklist is also supported by video recording of the individual speech within the class. The researcher sits at the back to note students' speaking without interfering in the process of individual speech. Video recording is needed to fully capture students' verbal utterances in speaking in term of their fluency and accuracy.

2. Video Recording Documentary

This technique used to collect the data is by video recording what the students spoke in front of the class. According to Erickson and Susan Stainback in Sugiyono, the characteristic of qualitative research is analytic reflection on the documentary records obtained in the field.[7] Data resource is taken from the students as the subject of the study. The collection of data is

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[6] F Ostrower, *Nonparticipant Observation as an Introduction to Qualitative Research* (Teaching Sociology, Vol. 26, No.1, 1998), 57
[7] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: CV Alvabeta, 2009), 14

conducted after recording what the fourth semester students spoke or conveyed some materials within Speaking for Formal Setting class. This kind of data collection technique answered the first question of research problems explained above.

From this data collection, the researcher is possible know the competence of speaking fluency and accuracy of the fourth semester students of English Teacher Education Department by recording what they talked about in front of the class, scoring the students fluency in speech and analyzing the students' speeches in the form of video recording documentary. The data from video recording is also transcribed to determine the accuracy by finding out the oral grammatical errors and inappropriate vocabulary uttered by the students when they practiced speaking English in front of the class then assessing their accuracy level. To avoid subjectivity, the process of assessment of both fluency and accuracy is performed by the researcher and one of bachelor of English Education.

3. Interview

Interview is a kind of technique that is used to get the data in term of the subjects' opinions, beliefs and feelings about particular situation based on their own words. Nasution said that interview is a data collection technique that used verbal question to obtain respondent to answer.[8] In this technique, an

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[8]M A Nasution, *Metode Research* (Bandung: Bumi Aksara, 1996), 113

interview to the lecturer is accomplished with some structured questions. Sugiyono said that structured interview is used to be a data collection technique if the researcher has known the information he is going to get.[9] Therefore, in interview, written questions have been prepared.

This study uses interview technique that is conducted in one occasion by interviewing the lecturer and asking them some guided questions in relation to the students' of Speaking for Formal Setting class ability in speaking formally in term of their fluency and accuracy. This kind of data collection technique answers the first and second question of this research. The use of an interview technique is to emphasize the observation and video recording documentary technique from the view of the lecturer to answer the first question. To support the documentary research in answering the research question number two, the interview is also about the score given by the lecturer in relation to the exact ability of students in term of their fluency and accuracy in speaking formally. Therefore more complete data is gained using those techniques.

4. Document Study

Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study and they can include newspapers, minutes of meetings, personal journal, and letters.[10]

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[9]Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D...............,* 233
[10] John W Creswell *Educational Research...............,* 223

Students' score list as document study is collected by the lecturer as the result of students' speaking assessment in Speaking for Formal Setting subject in English Teacher Education Department of UIN Sunan Ampel. The score gained in the end of class is compared to the result of observation and video recording to describe the extent of students' fluency and accuracy affect the result of the speaking score.

F. Data Analysis Techniques

Data analysis is a process of gathering, modelling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decisions making.[11] According to Bogdan in Sugiyono, data analysis is the process of systematically searching and arranging the interview transcripts, field note and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.[12] Thus, data analysis is the process used to gather, organize interpret and make sense all of the collected data.

The collected data gained from four techniques. They are non participant observation, video recording documentary, interview and document study. The procedures to analyze those data are:

1)   The data of video recording which has noise and unclear voice of speaking obtained through non participant observation which is involved note taking

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[11] Lexy J Moeleong, *Metodologi Penelitian Kualitative* (Bandung: PT Remaja Rosdakarya, 2001)
[12] Sugiyono, *Metode Penelitian....................*, 233

is reduced then classified into accuracy and fluency data at first then displayed in the form of tabulation. Later the data is analyzed by using descriptive analysis. The data describes the fluency and accuracy of students' speaking skill in Speaking for Formal Setting class.

2) The next data is obtained through the result of video recording documentary. The data is divided into recording and transcript.

a) Audio recording gained is coded and cut to get a clear result of auditory displayed in the form of audio. Then it is used to analyze the fluency by listening to the recording carefully while looking at the rubric of fluency. The rubric used in this study is both scale for assessing fluency and accuracy. The scoring rubric of fluency used in this study is adopted from a scale for assessing fluency by Fulcher[13] which can be seen in appendix 8. Finally, fluency score is scored for each participant by the researcher and one of bachelor of English Education to avoid subjectivity.

b) The video recorded data transcribed is created to get a better understanding of utterances in the video. At first, the transcript is classified for each participant then displayed in the form of tabulation. Transcript is also used to measure students' accuracy. Then the score of students' accuracy for each participant is gained by assessing them based on the rubrics which are adopted from "A Holistic Range of

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[13] G. Fulcher, *Does thick description lead to smart tests? ....*

Rating Scale in Grammatical Accuracy" by Purpura[14] on the appendix 9 and "Pronunciation Rubrics" by Henrichsen on appendix 10. The score from both recording and transcript is gathered to get a single score for students' speaking fluency and accuracy.

3) The interview to the English lecturer as the informant is conducted. Data from the interview is classified into two description based on the type of which the lecturer answer either first or second research question. They are also displayed in table then analyzed by using descriptive analysis. Interview is used to answer both first and second research question.

a) To answer the first question which is about the students' of Speaking for Formal Setting class ability in speaking formally involving their fluency and accuracy, the data obtained from observations in the form of observation checklists are analyzed in combination with the result of students recorded speaking and interview.

b) To answer the second research question about the score given by the lecturer in relation to the exact ability of students in term of their fluency and accuracy in speaking formally, the result of interview is also analyzed. The result of interview is compared to the result of document study of students' speaking score gained from the speaking score given by the lecturer to know the extent of students' fluency and accuracy affect students' speaking score.

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[14]James E Purpura, *Assessing Grammar* ……………………

4) Document study is conducted after all necessary document collected to analyze and measure how students' fluency and accuracy affect their score. Since the document study is in the form of score, it is displayed in the table based on the score of each participant. The research combines the score gained from the lecturer and interview result. Finally, the result of comparison is analyzed in the form of narrative manner and correlated to the theoretical foundation.

After all the data have been analyzed, they were interpreted. Interpreting involves reflecting about the participants words. Then, a brief description about the findings is presented. The last step is making a conclusion based on the findings of this research. The result or the findings is corresponded to the research questions of this study to strengthen the result. Then all of the findings are used to make a good conclusion of the study.