CHAPTER III

RESEARCH METHOD

This research aims to find out the types of communication strategies which is commonly used by the lecturer of Intensive English Program (IEP) and the lecturers' reasons used it in teaching learning process. Because of those problems, this chapter presents research approach and design, research presence, research location, data and source of data, research instruments, data collection techniques, data analysis technique, checking validity of findings and research stages.

A. Research Approach and Design

The approach of this study was qualitative approach. According to Sugiyono, qualitative research method is a research method used to study natural object where the researcher is the key instrument. Descriptive research is a research which is classified as non-hypothesis research. The aim of descriptive research is to describe the data or situation while the research is done and examine the reason of certain phenomenon. The researcher did not take a part or to be non-participant when teaching process was conducted. The researcher only observed the phenomenon arising and did research on the direct object without changing anything.

In addition, the researcher collects the data compositely, analysis the data inductively, and the result of the research is stressed on

¹ Sugiyono, "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D" (Bandung: Alfabeta, 2012), 241.

meaningfulness. Furthermore, in this study, the researcher collected the data of natural object and did deep interview to get meaningful result.

B. Research Presence

As the key instrument of the research, researcher presence is to collect, analyze, and interpret data of the research.² Therefore, in this study researcher was as non- participant observer, it means that the researcher do not involve in participants' activity.³ Then, the researcher came to the Intensive English Program to observe the communication strategies of the lecturer. The interview dealing with the causing factors of the lecturers use some communication strategies and it was done outside the class. Hence, the researcher did not take a part in the class, and do not bother, thus the lecturing in this IEP could run as usual.

C. The Research Subject and the location

This study conducted in Intensive English Program (IEP) of Faculty of Islamic Education and Teacher Training in Sunan Ampel Surabaya, A. Yani Street No.117 Surabaya, East Java, Indonesia. IEP is conducted during the first year of students in UIN Sunan Ampel Surabaya and each class has two meetings in a week. It is started from 06.00- 07.30, totally the students have ninety minutes in joining the program.

²Alice Rachma Yuanita, Thesis: "An Analysis of Feedback on Students' Lesson Planning at Microteaching Class of English Teacher Education Department UIN Sunan Ampel Surabaya Academic Year 2013/2014", Unpublished Thesis, (Surabaya: UIN Sunan Ampel, 2014), 54.

³ Fera Verdiyana, Thesis: "Lecturer-Student Interaction Analysis in Intensive English Program of English Teacher Education Department at UIN Sunan Ampel Surabaya, (Surabaya: UIN Sunan Ampel), 34.

Since 2015 academic year, Intensive English Program is divided into two groups. Group A and B. Group A consist of students who have higher level of language competence than students in Group B. To determine the students in group, each teachers used oral placement test in the first day of Intensive English Program. There were fifteen classes in IEP, A to O class for the each A and B group. In term of getting the research subject, the researcher used the sample purposively. Purposive sampling is a technique used to determine the subject based on some criteria. It used in this research to choose the participant.

The subjects of this research are six lecturers. A, B, H Class in B Group; K, N, O in A Group of Intensive English Program in Faculty of Education and Teacher Training in UIN Sunan Ampel Surabaya. The subjects are lecturers who are teaching those two Groups. It is because the students on those groups have different language competence. Thus, three teachers are from each A and B group.

D. Data and Source of Data

In this study, the data is in form of lecturers' interaction to their students that can be categorized in communication strategies and the factors that affect the lecturers in using those kinds of communication strategies. This data were obtained by observing and recording during teaching learning and analyzed it by using Tarone theory. To find the lecturers' reasons use some kinds of

⁴I'anatul Avivah, Thesis: "Teachers' Self- Efficacy in Managing Classroom Behavioral Problems", Unpublished Thesis, (Surabaya; Sunan Ampel State Islamic University), 53

communication strategies the researcher obtained the data by doing interview. In order supporting data obtained from some resources, such as the schedule of Intensive English Program and also the lecturers' phone number. Some theories were also taken by researcher to support data gained. Those the sources the data were gotten from the lecturers and the students of Intensive English Program of Faculty of Education and Teacher Training in UIN Sunan Ampel Surabaya.

E. Research Instruments

The research instruments of this study were observation checklist, recording, questionnaire, and interview guidelines. The instruments are:

1. Observation list

For the observation, the researcher observed the way how the lecturers use communication strategies in the class. The researcher also listed the types of communication strategies which is used by the lecturer.

2. Video Recording

Recording of the lecturing as the measurement of the observation, to make sure that the observation is valid and researcher do not manipulate. Researcher used recording to avoid missing the important stage in the teaching learning process that may be the researcher could not directly right remember. Since the interviewer elicited and recorded the data, the problems of missing data, ambiguous markings, and illegible handwriting that plague mail surveys

were eliminated. The researcher transcribed the recording to know the communication strategies used by the students.

3. Interview guideline

Interview is urgent because interview is a good way to find out the participant's mind and feeling.⁵ Thus to get data deeply, the researcher interviewed lecturers after observing the class and found out which communication strategies used by the lecturers. The aim was to know their personal affecting factors in those kinds of communication strategies that is included in communication strategies when they were lecturing.

F. Data collection technique

Data collection techniques became the crucial aspect of the research. Here, in order to have relevant data and the valid data that needed to accomplish the research, researcher had an observation then interview the lecturers. In short, the process of collecting data can be described below;

Research Questions	Techniques	
	Observation	Interview
RQ 1: What are the types of		
communication strtaegies that		
commonly used by the lecturers in	,	
Intensive English Program of	$\sqrt{}$	

Abdur Rahman, Undergraduate Program: "The implementation of reading aloud to vary the pronunciation practice for students of senior high school in Mamba'us Sholihin muslim boarding school gresik". (Surabaya: State Islamic University Sunan Ampel Surabaya, 2011), 30

Faculty of Education and Teacher	
Training UIN Sunan Ampel?	
RQ 2: What are the factors that	
affect the lecturers using kind of	$\sqrt{}$
communication strategies?	·

1. Observation

Observation is an evaluation that does by observing the objects directly, accurately, and systematically. It can be about the situation of teaching and learning process. The situation observed about the communication startegies of the lecturers. The researcher observed the class in meetings to get more data for the result. The reason why the researcher used observation as the steps in collecting the data is by observing directly in the classroom activities, the researcher could get not only the information about lecturer's communication strategies but also researcher knew the students response when lecturer used one of the communication strategies type. While observing, the researcher also took the recording of the lecturing to avoid the missing data.

2. Interview

Interview some lecturer means of accomplishing the data need for answering the second research question. It is one of research instruments consist a series of questions. After observing the interviewee in the class, the researcher directly asked face to face with the lecturer. In this research, the researcher used unstructured interview to get the data from the lecturer, she interviewed about the reason why the lecturer used those kinds of data.

G. Data Analyzes

After collecting the data, the following task for the researcher was analyzing the data. As Sugiyono quoted that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that we accumulate to increase our own understanding of them and to enable us to present what we have discovered to others.⁶ From the statements above, it can be concluded that it kinds of doing accumulation of the data collection then make the description to show the result of the research. According to Ary, that there are three stages in analyzing data: (1) organizing and familiarizing (2) coding and reducing and (3) interpreting and representing.⁷

1. Organizing and familiarizing

Ary stated that the researcher should become familiar with the data through reading and rereading notes and transcripts, viewing and reviewing videotapes, and listening repeatedly to audiotapes.⁸ Thus, in order to be familiar with the data taken the researcher recorded the lecturing. The video recording as means of knowing the problem occurred that focus in communication strategies.

⁶ Sugiyono, "Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D" (Bandung: Alfabeta, 2012), 88.

⁷ Donald Ary, *Introduction to Research in Education 8th Edition* (Wadsworth: Cengange Learning.

⁸ Donald Ary, Introduction to Research in Education 8th Edition.... 481

Words should be transcribed directly to avoid potential bias in selection or interpretation that may occur with summarizing. In organizing the data, the video recording was transcribed into written. The reason why the researcher made the transcription was to make easy in analyzing the data.

2. Coding and Reducing

Coding is about developing concepts from the raw data. The first step in coding is referred to as axial coding, open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning—words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important. Each unit of meaning label should be understandable without any additional information. In coding, researcher gave the label **L** for the lecturer that observed. Then giving label **S** for Student who response what the lecturer's say. After giving label, then researcher reduced the data and chose the sentences or lecturer's say that indicated communication strategies.

3. Interpreting and representing

Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. ¹¹ In interpreting the data, the written transcription was analyzed with the theory

⁹ Donald Ary, Introduction to Research in Education 8th Edition.... 482

¹⁰ Donald Ary, Introduction to Research in Education 8th Edition...p. 483

¹¹ Donald Ary, "Introduction to Research in Education 8th Edition". 490

about the communication strategies, especially for the communication strategies. Then, researcher described the type of communication strategies used in the class. And the interview data was reported with the full descriptions of the theory of communication strategies. After all those, the researcher represented the findings through descriptive detail.

H. Checking Validity

To know the validity of the findings, the researcher conducted the research to six lecturers of Intensive English Program in Faculty of Education and Teacher Training. Besides, to check the validity of the findings, the researcher confirms the finding with the subject and theory used in the research.

I. Research Stages

This research is structurally conducted as following subsequence:

1. Preliminary research

In order to clarify the problem that related to this research, the researcher began this study by conducting preliminary research on 21 April 2015. This preliminary research gave information about the problem faced by the lecturers in Intensive English Program especially in using lecturer' communication strategies. Through this step, the researcher could ensure that it was also any problem that occurred in other class of Intensive English Program in Faculty of Education and Teacher Training.

2. Choosing research design

After the problem was found through preliminary research, the next steps were choosing the research design. Research design was determined by the research question in the research and also determined the research instrument that used in this research. Research instrument used to gain the data during the research process. This research used unstructured interview to answer the research question that asked about lecturers' reason using those communication strategies.

3. Analyzing the data

After the data was gained from instrument that used in this research, the researcher directly analyzed the data in attempt to get the answer of the research question. The researcher used theory to analyze the communication strategies that used by the lecturers and the reason why they used it.

4. Concluding the data

After the data was analyzed the theory in this research, the researcher conclude the findings that was analyzed by using theory. The conclusions of this study become the final report in this research stages.