CHAPTER III

RESEARCH METHOD

This chapter deals with the method to obtain the data through the instruments. The research methodology has some elements. They include research design, data and source of the data, data analysis technique and instrument, and research procedures. They are explained as follows.

A. Approach and Research Design

The researcher uses descriptive-qualitative research as the research design of this study. The descriptive research is used to identify and classify the elements or characteristics of the subject[44]. In this case, the researcher identifies what is actually the strategy used by teacher to manage students' anxiety of speaking English.

On the other hand, this research uses qualitative approach. In the book "A practical guide to research method" Dawson said that qualitative research covers attitudes, behaviour, and experiences using some methods as interviews or focus groups[45]. The qualitative research is intended to handle the behaviour and experiences of the subjects of this research through an interview. In this case the researcher uses interview in close-ended questionnaires by checklist.

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[44]Assolclatiion of MBAs. *"Introduction to research and research methods"*. Bradford: University School of Management. P,3.
[45] Dawson. *"A Practical Guide to Research Methods"*. United Kingdom: Advision of How to Book.Ltd, 2007. P: 15.

B. Research Presence

In this research, the presence of the researcher is the collector, processor, and analyst of the data. As the primary actor of this research, the researcher takes the prominent role in every step of research stages, such as; the observer in observation section, the interviewer in interview section, and analyst in processor of the data. Thoroughly, the subjects who are observed by the researcher are the English teacher and the first grade students at SMP Wachid Hasyim 7 Surabaya.

C. Research Location

The setting of this study is SMP Wachid Hasyim 7 Surabaya because this school is well known by the great achievement because many students from this school could join some English competitions, which need high confidence to speak aloud in public. Besides, many students get anxious when they have to speak in public, especially English –as a foreign language-. Besides, SMP Wachid Hasyim 7 Surabaya is also well known as an Eco-School. The researcher gets curious whether the Eco School concept also brings effect to the teacher at SMP Wachid Hasyim 7 Surabaya in managing students' anxiety of speaking English or not, and what strategy used by teacher there to make the students, especially for first grade of SMP Wachid Hasyim 7 Surabaya be confident to perform and speak aloud in public without any nervous. However, this condition is appropriate with the case that the researcher handled in her thesis.

1. **The Profile of SMP Wachid Hasyim 7 Surabaya**

SMP Wachid Hasyim 7 Surabaya is kind of Islamic school which stands beneath Religion Department (Depag). It is included into Private Junior High School which implements Islamic points. This school also provides some Islamic extracurricular activities, such as; reading Qur'an, making Islamic band group, and dancing with setting out Islamic roles, which affirm Islamic values of this school.

Besides, this school is located on Benowo Raya Street, no. 47, Pakal, Surabaya. It facilitates the students who go to school by public transportation because it is exactly built besides Benowo highway near to center of Benowo Industry area. So, the students don't need to walk far away to arrive at this school. The vision of this school is *"Terwujudnya Pendidikan yang berkeimanan, bertaqwa, berakhlakul karimah yang berhaluan Ahlus Sunnah Wal Jama'ah, berilmu pengetahuan dan berteknologi"*. Then, the missions' are:

1) Producing high-quality students

2) Implementing effective, communicative, competitive, and cooperative learning

3) Implementing coaching religious habituation in real activity

4) Optimizing resources and existing infrastructure to support intra-and extra-curricular activities

5) Creating a conducive-school environment and developing cultural values of togetherness, discipline, clean and exemplary.

6) Following science and technology development (Science and Technology)

7) Realizing the 9-year basic education program based on the Law of the Republic Indonesia Number 20, 2003 about National Education System

8) Increasing Educators and Teachers by having trainings and coaching.

SMP Wachid Hasyim 7 Surabaya has about more than six hundred students who are divided into three grades of class, they are first grade, second grade, and third grade which each of them is divided into several classes which are selected by random because no placement test to divide students into several classes. Besides there are more than fifteen high-quality teachers who are ready to across the students become the best students.

However, the teaching and learning process in SMP Wachid Hasyim 7 Surabaya is not quite different with the other junior high schools. It starts at 07:00 up to 13:00. They also have another schedule of the second grade students who must join the class start at 13:00 up to 16:30.

D. **Data and Source of Data**

The researcher gets the data -about what strategy that teacher uses to manage the students' speaking anxiety- using interview process. The interview

uses a checklist question which can be adopted from "*A Checklist for Everything! Simple Assessment Tools for Student Projects, Grants and Parent Communication*" written by Bone.[46] Besides, the researcher also uses "*Immersion Teaching Strategies Observation Checklist*" written by Fortune[47] as the data consideration. The researcher uses it to observe teacher's strategy in the classroom during teaching and learning process. However, documentation should not be ignored to strengthen the data's factuality.

E. Data Collection Technique

Dealing with the research problem in chapter I, the researcher designed some collection technique as mentioned in the following :

a. Preliminary Research

In the preliminary research, the researcher directly observes in the field that this research is possible or not. The researcher tries to figure out the phenomenon of speech class. Then, the researcher does the library research related with the syllabus design for speech course. The targetted data of this technique is notes about the phenomena and the teacher's strategy during the class.

b. Observation

Observation is a technique that engages systematically selecting, observing and taping behavior and characteristics of living beings, objects or

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[46] Bone, *A Checklist for Everything: Simple Assessment Tools for Student Projects, Grants and Parent Communication*, 2000, P 76

[47] Fortune, *Immersion Teaching ....* P 2-4

phenomena. Observation of human behavior is a very common technique which is used by a researcher as the data collection technique. It can be undertaken in different ways:

1) Participant observation: the observer takes part in the situation he or she observes.

2) Non-participant observation: the observer watches the situation, openly or concealed, but does not participate.[48]

In the observation, the researcher as a passive participant because the researcher just comes to the class and observes the activity between teacher and students using observation checklist part A and B adapted by Fortune "Immersion Teaching Strategies Observation Checklist" without interrupting the original condition and situation at the research location.

c. Interview

Interview is a data-collection technique that involves oral questioning of respondents, either individually or as a group. Answers to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by tape-recording the responses, or by a combination of both.[49]

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[48] Chaleunvong, *Data Collection Techniques*, Vientiane: 2009. P 6
[49] Chaleunvong, *Data Collection…* P 7

An interview is given to the teachers of speech to know what the teacher usually prepare before teaching process to face any possibility about students' needs, especially for managing students' anxiety of speaking English.

In the interview, the researcher uses interview questions list which related to the research needs. It is aimed to clarify and reconfirm the observation data. The researcher interviews two English teacher to ensure the data validity.

d. Documentation

This technique is used to figure out the teacher's strategy to manage students' anxiety of speaking. The targetted data from this technique is a result of the strategy used by teacher to the students. Whether the students get a good change or not. It may from some documents like books, files, even take some pictures, record interviewees' voice, or record video. This documentation is used as evidence of data's originality.

F. Research Instrument

To do the research, it needs some equipment to collect data in answering the research problem. Since the design of this research is descriptive-qualitative, the researcher formulates two kinds of instrument, such as;

a. Interview Questions List

Interview questions list is used to interview the teachers in order to get the teacher opinion how they look themselves when they were teaching

in the class. It also helps the researcher to conclude the real strategy that originally teachers use to manage students anxiety of speaking English at SMP Wachid Hasyim 7 Surabaya.

b. Observation checklist

Observation checklist is one of some kinds of tools that researcher used in collecting data, when it provides a formulated research point, thoroughly intended and documented and is subjected to verify and manage on validity and reliability. Beneath the observation method, the information is required by the manner of investigator's own through observation without asking from the respondent. For instance, in a study involving to consumer deeds, the investigator instead of asking the variety of wristwatch used by the respondent may herself look at the watch. [28]

The observation checklist is used by the researcher to observe the teacher's strategy which usually used in the class. It covers every step that teacher does in English teaching and learning process.

c. Rubric Evaluation of Teachers' Performance

This instrument is used to evaluate the the teacher's strategy in managing students' speaking anxiety. The researcher uses "Immersion Teaching Strategies Observation Checklist".[50] It is caused by Immersion Teaching Strategies Observation Checklist provides can be used to facilitate useful observation in a variety of ways. For example, pre-service or in-

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[50] Fortune, *Immersion Teaching ….* P 2-4

service immersion teachers might use this tool independently to explore their own teaching practices either through audio or video tape of themselves while teaching. Peer coaching or partnering with another immersion teacher to observe and provide valuable feedback over the course of an academic year. Besides immersion administrators or curriculum and instructional assistants could use the checklist to assist the observation of individual teachers or to work over time with grade-level teams.[51]

G. Data Analysis Technique

The data collected from documentation is explained into descriptive manner because the researcher wants to describe the impact of the teacher's strategy to the students speaking anxiety. Then, the researcher analyzes the teachers' answer of the way in managing students' speaking anxiety by referencing to Grounded Theory by David Thomas. Based on those answers, the researcher can conclude the final conclusion. The answers of questionnaires are also synthesized and presented descriptively in specific and clear description because the design of this research is descriptive-qualitative research.

1) Data's Reduction

After getting all of data, the researcher tries to divide it into several parts, and select which one is important, which one is addition, and which one should be reduced. All of the data which is gotten from data collection technique are collected; from interview questions list, observation checklist,

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[51] Ibid, P 1

and documents. It is expected to make the researcher becomes easier to process it which will be used to complete this thesis.

2) **Processing Data**

The next step after dividing the data, firstly the researcher reads the data, then the researcher learns more about the main idea of the data, and then understands the data to relate it with the research needs. Then, the researcher analyzes the teachers' answer of the way in managing students' speaking anxiety by referring to Grounded Theory by David Thomas. Based on those answers, the researcher can conclude the final conclusion.

H. **Checking Validity**

The researcher held the prominent classroom observation twice, and the additional observation once. All of the observation sections are hold in two different classrooms in three meetings and different days. It is aimed to ensure the validity of the data. The result of observation data is clarified by two teachers who teach in the first grade of junior high school by interview section.

I. **Research Stages**

For the first, the researcher collects the data using Triangulation technique which combines three basic steps of collecting data techniques, such as; observation, interview, and documentation. After that, to analyze the data, the researcher uses analysis method like: collecting data, reducing data, displaying data, and conclusion or verification.[30] Furthermore, the details can be observed in the explanation bellow:

1) Preliminary Research

   In the Preliminary Research the researcher gets the base information as the background understanding to decide the next steps that the researcher wants to do.

2) Finding Data and Source of Data, and

3) Deciding Data Collection Technique

   To answer the first research question the researcher also uses "*Immersion Teaching Strategies Observation Checklist*" written by Fortune.[52] Besides, the researcher also gets the data to answer the second research question by interview process. The interview uses a checklist question which can be adopted from "*A Checklist for Everything! Simple Assessment Tools for Student Projects, Grants and Parent Communication*" written by Bone.[53] The researcher uses it to observe teacher's strategy in the classroom during teaching and learning process. Actually interviewing and observing processes are aimed to answer both of the two research question, they support and strengthen each other. However, documentation should not be ignored to strengthen the data's factuality.

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[52] Fortune, *Immersion Teaching ....* P 2-4
[53] Bone, *A Checklist for Everything: Simple Assessment Tools for Student Projects, Grants and Parent Communication*, 2000, P 76

4) Formulating Research Instrument

The researcher formulates the research instruments after deciding the data collection technique. By referring to some references, the researcher formulates the research instrument and adapts it with the research needs.

5) Processing Data

After getting the raw data, the researcher processes it by reducing the unimportant data, and saves the data which is needed by the researcher. Then, the researcher analyzes the data by referring to Grounded Theory by David Thomas.

6) Concluding

The final step of this research is concluding data from all information that the researcher gets which have analyzed before, to facilitate the reader in understanding this research.