CHAPTER III

RESEARCH METHOD

In this chapter, researcher discussed the research method which consists of research design, research subject, data collection, and data analysis.

3.1 Research Design

Research design is a plan and procedures for research that the decisions from broad assumptions to detailed methods of data collection and analysis (J. W. Creswell, 2009). According to (Ary, Jacobs, Sorensen, & Walker, 2010), the research design is plan of researcher of how to obtain an understanding of some groups or phenomenon in its context. In other word, research design is a draft or plan in gathering and analyzing the data to answer the questions.

This study used descriptive qualitative research. (J. Creswell, 2012) says, qualitative research is used by researcher because the phenomenon of study is got from investigate with subject of study to get more information. Flick in (Kartikasari, 2016) states that qualitative is a research method that is often focus on asking, observing, or interviewing person or group of persons of their experience. Moreover, quantitative data use numbers to describe what exists, qualitative data rely on words to convey what exists Gray in (Kartikasari, 2016). Thus, descriptive qualitative study is designed to describe the nature situation to get the data in the form of words to understand the phenomenon or situation in a field of study.

The researcher uses descriptive qualitative research because the researcher tries to describe the teaching strategies and to know the problems faced also how to
solve the problems in ESP speaking that used by ESP instructor while taught speaking use those strategies at Economic Developmental and Studies Department of University of Muhammadiyah Malang.

3.2 Research Subject

Research subject is person who participates in human subject research by being target of observation by researcher. Research subject is the participant in the study who will be observed or interviewed as an individual sample, Fraenkel and Wallen in (Ismariyanti, 2009). The target subject of this study is one ESP speaking instructor in Economic and Developmental Studies Department at University of Muhammadiyah Malang.

The researcher selects E class of Economic and Developmental Studies Department of University of Muhammadiyah Malang because in preliminary study, researcher found instructor who taught in Economic and Developmental Studies Department used strategies in teaching ESP speaking such as: direct instructional strategy, interactive strategy, discovery learning strategy, and discussion teaching strategy. Hence, the researcher wants to know more about the teaching and learning process especially the teaching speaking strategies.

3.3 Data Collection

The researcher prepares the research instruments to collect data easily. The researcher also needs to arrange the procedure or draft in collect data. The research instrument and procedure of data collection will describe as follow.
3.3.1 Technique and Instrument

Research instrument is a tool to attain the data. There are five main methods of data collection such as observation, interview, focus group discussion, written description by participation, and visual image, Wahyuni in (Zakaria, 2014). Instruments can be used in combination studies to fulfill a variety of objectives. They can be used to provide fuller description of cases in areas suggested by interview or observation data (Sandelowski, 2000). In addition, (Ary et al., 2010) states that there are three methods in collecting data: observation, interviewing, and document or artifact analysis.

The researcher uses two kinds of instruments to collect the data. There are interview guide to get information about teaching speaking strategies and observation checklist and fieldnotes for the observation. The instruments are described as follows:

3.3.1.1 Observation

Observation is a basic method for obtaining data in qualitative research (Ary et al., 2010). The observation is done during teaching learning process in the class. The researcher uses observation method to help collect data. According to Flick in (Kartikasari, 2016), there are two kinds of observation namely participant observation and non-participant observation. Participant observation is a kind of observation that the researcher takes a part into the field of observation. It is also called direct observation. Non-participant observation is the observer does not have to go become an active part of the observed field.
In this case, the researcher uses non-participant observation to obtain the data because researcher does not active in the class when doing observation in teaching learning process. The researcher used observation checklist and field notes. The observation checklist contains some points like kind of teaching strategies that is direct, indirect, interactive, experiental, self-learning, expository, discovery, discussion, inquiry teaching strategy and its classification. Those kind of teaching strategies to find and to know what kind of strategy that used by instructor and the classification is to classify instructor activities in the class based on the descriptions or characteristics of kind of teaching strategy that written in observation list. Whereas, for additional information while teaching activities researcher used field notes.

Furthermore, the researcher uses non-participant participation in this research because the researcher does not participate who teach ESP speaking at Economic and Developmental Studies Department. The researcher sits at the backside of classroom use observation checklist and field notes while teaching activities. The researcher also takes a video or a picture that related with teaching strategies that used by instructor. This observation was conducted during twice on December 2017. The researcher uses observation to obtain the data about kinds of teaching strategies and problems faced by instructor in implementing those strategy also how to solve the problems. The observation checklist and field notes for detail see appendix 1.
3.3.1.2 Interview

One of methods to collect data in the qualitative research is interview. According to (Ary et al., 2010), interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interview may provide information that cannot be obtained through observation, or they can be used to verify observations. There are three types of interview namely: unstructured interview, structured interview, and semi- or partially structured interview.

a. Unstructured interview

The unstructured interview is not planned in detail ahead of time; the researcher asks questions as the opportunity arises and then listens closely and uses the subjects’ responses to decide on the next question (Ary et al., 2010). It is also called “a conversation with a purpose.”

b. Structured interview

The structured interview is scheduled for the specific purpose of getting certain information from the subjects. Each respondent is asked the same set of questions, but with some latitude in the sequence (Ary et al., 2010). The questions cannot be answered with yes or no response answers or limited even though the questions are structured.

c. Semi- or partially structured interview

Semi- or partially structured interview, in which the area of interest is chosen and questions are formulated yet the interviewer can modify the format or questions during interview process. One characteristic that all qualitative interview
formats share is that the questions are typically open ended (cannot be answered with a yes or no or simple response) and the questions are designed to reveal what is important to understand about the phenomenon under study (Ary et al., 2010).

In this study, the researcher used semi- or partially structured interview. This type of interview is chosen because the researcher wants to create informal and enjoy interview to find the information but still used formulated questions. In order to get the data about the kinds of teaching strategies and the problem faced and how to solve in teaching strategy that used by instructor, researcher uses interview. The subject interview is an instructor who teach ESP speaking at Economic and Developmental Studies Department. The topic of the interview is “Teaching Speaking Strategies Used by ESP Instructor at Economic and Developmental Studies Department of University of Muhammadiyah Malang”. For detail information of interview guide see appendix 2.

3.3.2 Procedure

The procedures in data collection that used by the researcher in this study will be described as follows:

1. The researcher prepares the interview guide and questions.
2. The research makes observational checklist
3. The researcher prepares field notes
4. The researcher conducts the interview to ESP instructor in order to get the data like the teaching speaking strategies used by the instructor, and also the problem faced and how to solve it.
5. The researcher observes the process of teaching speaking with an observational checklist guide in which to know the strategies that used by the instructor. Besides, the researcher also records the activities in the class and make notes for additional information.

### 3.4 Data Analysis

In this research, the data that were collected from the interview and observation will be analyzed. The steps to analyze the data were as follows:

1. The researcher reviewing the result of interview and observation whether the data is complete or not.

2. The researcher classifying the data from the first time doing observation until the end of interview based on problems statements.

3. The researcher interpreting the data from observation and interview. Based on the observational checklist, the researcher analyzed the teaching strategies that used by the instructor and find the problem faced and solve the problems.

4. The researcher confirming the characteristic of the strategies that presented by the instructor with the related literature.

5. The researcher drawing the conclusion based on the data that is obtained.