CHAPTER III
RESEARCH METHOD

This chapter presents research methodology. It covers research design, research subject, research instruments, data collection, and data analysis. Each section will be explained below.

3.1 Research Design

Creswell (2009) defines “research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.” According to Creswell (2009, p.3) there are three types of design namely quantitative, qualitative and mixed method.

Creswell (2014) states that, “qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem.” Namey, Mack, Woodsong, MacQueen and Guest (2005: p.1) argue that qualitative research is effective to gain specific information about the values, opinions, behaviors and social contexts of certain populations. Therefore, the research design used in this research was qualitative research. Qualitative research was chosen because the study was aimed to explore and understand the problem of fourth semester students’ speaking fluency in English Language Education Department (ELED). In addition, Ary (2010: p.424) states that the data in qualitative research are in form of words or pictures instead of statistics and numbers. Thus, researcher used descriptive qualitative because the researcher
wanted to describe the level of fourth semester ELED students speaking fluency and the problem they faced in speaking regarding to their fluency.

3.2 Research Subject

The subject of this research is the students from English Language Education Department in fourth semester taking Advance Speaking class. There are five big classes: 4A, 4B, 4C, 4D and 4E. Each class is divided into two small classes for the speaking courses. Each small class consists of 23-25 students. Beside the high number of classes and students, the limited time of research became consideration for the researcher to choose only one small class as the research participants or in this case, the researcher used convenience sampling technique. Convenient sampling according to Ary (2010: p.431) is “choosing a sample based on availability, time, location or ease of access.” Therefore, the researcher chose small A class of English Language Education Department at fourth semester taking Advance Speaking class and took 10 students as the subject research when they were assigned by the lecturer to do presentation in front of the class. In addition, the researcher did not generalize the result of this research to all students in fourth semester because the result did not represent the whole students speaking fluency.

3.3 Data Collection

3.3.1 Technique and Instrument

The research instruments can be defined as tools to help the researcher obtaining the data. Ary (2010: p. 431) mentions that “there are the most three common instruments used in collecting data namely observation, interview and document or artifact analysis”. In this research, the researcher used two instruments that were observation using speaking fluency scale and followed by interview.
1. **Observation**

Observation is one of the methods used in this study. Ary (2010: p. 431) defines that the basic method in collecting data in qualitative research is observation. As this study used observation to obtain the data, the role of the researcher also must be clear. According to Ary (2010: p.432) there are two kinds of roles in observation namely; participant and nonparticipant. In participant role, the researcher actively involves in the activity of the subject research being observed. On the other hand, the researcher does not really involve in the activity and being only as the observer is known as non-participant observer. In this research, nonparticipant observation was used by the researcher where the researcher observed 10 students from small A class taking Advanced Speaking course during presentation activity. The observation was intended to know the students speaking fluency level and the problem faced by the students regarding their speaking fluency.

2. **Interview**

The second instrument is interview. The purpose of using interview is to verify the data obtained from the observation. As Ary (2010: 438) states, “interview may provide information that cannot be obtained through observation, or they can be used to verify observation.” Ary (2010) also proposes three kinds of interview, they are; unstructured interview, semi or partially interview and structured interview. In this study, the researcher used semi-structured interview in order to obtain the data. The interview was aimed to know the students’ problems in speaking fluency. The data obtained from the interview was used to validate the data obtained from the observation regarding the problems of
students speaking fluency. Thus, the respondents of the interview were 10 students from the small A class. Audio recorder was used in order to collect the data from the interview.

3. Speaking Fluency Scale

The last instrument used by the researcher was speaking fluency scale. Speaking fluency scale was used to determine the level of students speaking fluency. The speaking fluency scale used in this study is adapted from Luoma (2004).

Table 3.1 Speaking Fluency Scale

<table>
<thead>
<tr>
<th>SCALE</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Basic User of English</td>
<td>Speaker’s utterances are short, often a single word. There are long pauses when he or she is trying to search for words or forms. Repetitions and restarts are common. Sometimes the speaker is unable to make a response, and messages are sometimes abandoned because of language limitations.</td>
</tr>
<tr>
<td>2 Pre-Intermediate User of English</td>
<td>The speaker is able to produce simple utterances. Pausing still occurs when looking for grammatical and words choice. Switching the form during speaking often. Making repetition and self-correction often. The speaker speaks with some hesitations which often disrupts speech.</td>
</tr>
<tr>
<td>3 Intermediate User of English</td>
<td>Appropriate word choice becomes more important, and pausing will occur in making these choices. Speech is relatively smooth. Sometimes the speaker is repeating the words and self-correcting. The speaker is able to complete his or her thought as the utterances tend to be more expanded.</td>
</tr>
<tr>
<td>4 Fluent</td>
<td>Few single-word utterances are given, and speaker expands his/her utterances, e.g. providing back-ups to opinions. Quiet smooth and fluid speech. Few hesitations and slightly searching for words but manages to continue and complete thought.</td>
</tr>
<tr>
<td>5 Very Fluent</td>
<td>Speaker demonstrates more confidence and is unlikely to express hesitation. The speaker rarely pauses for reasons of grammar or word choice. The speaker responds very quickly.</td>
</tr>
</tbody>
</table>
3.3.2 Procedure

This section explains about the procedures in collecting the data required to answer the statement of problems. The data collected by the researcher through the following processes:

1. Observing the students speaking fluency and the problem regarding on their fluency during classroom activity. In this observation activity, the researcher observed 10 students whom were assigned to do presentation by the lecturer with the topic of international conference in Advanced Speaking course of small A class in one meeting. Thus, the researcher conducted the observation only once. In addition, the researcher used the speaking fluency scale to determine the fluency level and to know the problems regarding fluency of 10 students during the observation.

2. The researcher conducted interview to verify the data obtained previously. The researcher interviewed number of students until saturation point was achieved. During interview, audio recording was used in order to help the researcher in analyzing the interview.

3.4 Data Analysis

In this section, the researcher analyzed the data obtained through observation and interview. There were a few steps used by the researcher in analyzing the data as follows:

1. Gathering all data about this research through observation and interview and doing transcription from the recording.

2. Reviewing the data obtained and reducing unnecessary data obtained from observation and interview. The researcher only took important data related
to the students speaking fluency and problem they face regarding their fluency.

3. Displaying the data based on the research questions.

4. Confirming the findings to the theories.

5. Drawing conclusion.