

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Design of the Study**

This research utilized a case study design to investigate the problems faced by students in learning English speaking skills and the underlying causes. Case study research involves an in-depth exploration, typically with data gathered over an extended period, of phenomena within their context. The goal is to offer an analysis of the context and processes that shed light on the theoretical issues under examination (Cassell & Symon, 2014). A case study design involves a thorough analysis of the specific event, situation, organization, or social unit. It focuses on a detailed examination of a phenomenon within its real-life context. The case study is particularly appropriate when examining phenomena that are closely related to the context. The case in this research referred to the fact that the MTs students experienced problems in learning English speaking. The design of a case study relies on gathering evidence from multiple sources of data and instruments to collect the research data. This study uses a qualitative method. The data obtained are not in the form of numbers, but rather the data comes from checklists and interviews. Qualitative methods are being used more frequently to guide and enhance ergonomics and human factors research in various context (Wilson & Sharples, 2015).

### **3.2 Subjects**

The subjects of this research were the 8th-grade students of MTs Negeri Kota Batu. There were eight classes of the 8<sup>th</sup> grade, each of which consisted of 32 students. They were selected as the subjects of this research because, based on the result of the preliminary study, it was found they faced some problems in learning speaking. To gather qualitative data about the problems in learning English speaking, purposive sampling was applied by considering certain criteria such as low achievers. According to the English Teacher in MTs Negeri Kota Batu, Mr. Danang, it was concluded that out of eight classes, there were 3 classes, each consisting of eight students, that had low achiever students. Therefore, 24 students were used as research subjects.

More specifically, a snowball sampling technique was employed in order to collect the data about causes of the problem in learning speaking. According to Anieting & Mosugu (2017), snowball sampling is a unique nonprobability technique for creating a research sample in which current participants are from among their acquaintances. The interviews were conducted until data saturation when there was no more new information or data needed. There were three students who had been interviewed.

### **3.3 Data Collection Techniques and Instruments**

The research data on problems in learning speaking English were collected from the document/video checklist. Data on the causes in learning speaking English were collected through interviews.

### **3.3.1 Document/video checklist**

The checklist helped the researcher identify what problems students face when learning speaking. Research data related to problems in learning speaking was obtained from speaking assignments carried out by students and directly supervised by researchers. The research instrument used to determine students' speaking problems is the document checklist of problems in learning speaking.

### **3.3.2 Interview Guide**

To gather information about the causes causing problems in learning speaking English, interview interviewing stands as one of the most prevalent and effective methods through which we seek to comprehend our fellow individuals (Fontana & Frey, 2000). More specifically, data collection techniques through interviews were carried out to find out what causes caused problems for students. Causes such as vowel and consonant errors, anxiety, or interlingual transfer can affect students' speaking skills

### **3.3.3 Steps in Collecting Data**

In collecting the research data, the following steps were taken:

- a. Designing the document/video checklist;
- b. Validating the document/video checklist to the expert or thesis advisor;
- c. Assigning the students to make video-recorded dialogue/conversation with the topic of activities during holiday;
- d. Identifying and collecting the errors from the video-recorded dialogue/conversation;

In addition, to collect the data from the interview, the steps were taken as follows:

- a. Developing the interview guide;
- b. Validating the interview guide to the expert or thesis advisor;
- c. Interviewing the subjects, recording, and making notes based on the responses of the subjects;
- d. Transcribing the results of interviews.

### **3.4 Data Analysis**

The data analysis process involved several steps:

1. Classifying the collected data according to the different types of problems encountered by the students in learning speaking;
2. Describing each type of the problems in learning speaking;
3. Drawing conclusion based on the results of the data analysis.