

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

A. The Research Design

The research use qualitative research. According to Anderson and Arsenault research is a form of inquiry that explores phenomena in their natural settings and uses multi methods to interpret, understand, explain and bring meaning to them.¹ Also McMillan and Schumacher state that qualitative research describe and analyzes people's individual and collective social action, beliefs, through and perceptions. Furthermore, qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations.² The researcher concluded that qualitative research is a form of inquiry to get information in way of analyzes people's individual or phenomena in their natural settings. In this research, the researcher described the students' solve of the problem in grammar competence in their speaking class activities.

¹ Anderson Arsenault, *Fundamentals of Education Research*, (The Farner Press, 1998), 6.

² McMillan Schumacher, *Research in Education*, (New Jersey: Person Education. 2010), 80.

Afterwards, this research use survey as the method to design of this research to find out the students' perception about grammar in their speaking activity. Fink state that survey be able to collecting information from the respondent about their attitude, knowledge, and practice or behavior. Many forms to getting information in survey method, such as interview, internet opinion polls and various types of questionnaires. The questions in survey research methods usually in a self-administered and in-person (face to face) or telephone interview. Because the questions in this study focus on many surveys, and also learn how to ask about them in written form and the essential spoken form.³ According to Creswell there are some steps to conducting survey method, such as:⁴

1. Identifying targets of the population and samples to do research.
2. Determine the number of samples to get a sample size.
3. Identify the provide questions which is available.
4. Taking a survey using research questions provided before.
5. Made a report in a validity information of such a score from the questionnaire and interview was conducted.

³ Arlene Fink, *The Survey Handbook*, (California: Sage Publicatio.2003), 1.

⁴ John W Creswell, *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research*, (Boston: Pearson Publication, 2012), 404.

6. Determine the follow-up procedures to ensure large return rates and a lack of response from respondents.
7. Analyzing the data and write down the results from the study following predetermined structures.

B. Subject of the Research

Setiyadi states that all of the people who can be the target of the research are called population.⁵ Furthermore, Lodico states that a population is the wider groups of individuals about which the researcher wants to make statements.⁶ It means that this research was conducted at Campus UIN SMH Banten in Students English Education Department of 3th Semester. The method to get the sample is usually called sampling technique. Based on the most common sampling methods used in qualitative research purposive sampling, quota sampling, and snowball sampling. In this research, the researcher used purposive sampling. Purposive sampling is the sampling procedure most often used in qualitative research. Purposive sampling is a procedure where the researcher identifies key informants which is persons who have some specific knowledge about the topic being investigated. In addition, Creswell states that

50. ⁵ Setiyadi, *Teaching English as Foreign Language*, (Graha Ilmu: Yogyakarta. 2006),

⁶ Lodico, *Methods in Educational Research*, (Jossey Bass. 2006), 21.

purposive sampling is selected individuals and sites for study because they can purposefully inform and understanding of the research problem and central phenomenon in the study.⁷ Then according Arikunto states that if the amount of the subject is ore than 100, it is better to take about 10-15% or more than it. This research, the researcher consisted of 20-30 students.⁸

C. Research Instrument

There were two kinds of techniques in collecting data as follows:

1. Interview

The interview is a form of direct communication between a researcher and a respondent. The communication that is carried out is a form of question and answer communication in face-to-face or visually because the situation is currently not possible to do face-to-face. The advantage of face-to-face interviews is that the researcher can capture the respondent's feelings, experiences, emotions, motives. According to Mohammad Ali, the advantages of interviews as a research tool are:

⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, ans Mixed Methods Approaches*, (USA: SAGE Publications.2014), 402.

⁸ Arikunto, *Metodologi Penelitian Suatu Pendekatan Proposal*, (Jakarta: PT.Rineka Cipta.2002), 112.

- a. Interviews can be conducted on any person without being limited by factors of age, gender, or the person's reading ability.
- b. The objectivity of the data can be immediately known because it is done directly with the respondent.
- c. Interviews can be conducted with the parties concerned without being represented by other people.
- d. Interviews can be conducted to improve the results obtained both through observation and the results obtained through questionnaires.
- e. The timing of the interview can be more flexible and dynamic because it is done directly with the person concerned, so that an explanation is given to the respondent if the question is not understood.

In a study, the interview is the primary method, complementary or as a criterion. Where the data obtained from the interview results are the main or important data to answer research problems. Interviews are also a complement to other methods used in research. As an interview criterion, it can be used as a test of the truth

and confidence of the data obtained using other methods. Interview is a pattern that is specialized from verbal interaction which is then revealed for a specific purpose, and is focused on a number of specific areas with a process of eliminating unrelated material on an ongoing basis.

The research method uses interviews, there are 3 forms of questions when conducting interviews:

- a. Structured interviews, which contain questions that lead to answers in the pattern of questions raised.
- b. Unstructured interviews are questions that can be answered freely by respondents without being tied to certain patterns.
- c. Mixed is a question between structured and unstructured.

In this case, the researcher uses a form or type of mixed interview, which aims to make the researcher and the respondent closer and more open and responsive and not offended.

The topics of interview could be described as follows:

Aspect	Indicator	No item	Total item
The	Students	1, 2, 3,	4

important of grammar for students	perception about how important grammar in speaking activity	6	
The students' difficulties on grammar in speaking activity	The difficulties of students in learning grammar	4, 5, 7	3
The students deal with their difficulties	The students deal with their difficulties in speaking activity	8, 9, 10	3

2. Questionnaire

The questionnaire is a survey tool consisting of a series of questions that the researcher has provided which aims to get responses from a selected group of people through interviews. There are types of open questionnaires and closed questionnaires, in this

case the researcher uses an open questionnaire. According to Sugiyono states that a questionnaire is a technique for collecting large amounts of data which is usually done by giving various written questions to the respondent concerned to answer. Questionnaires are an efficient data collection technique, questionnaires are also the right data collection technique for collecting large amounts of data or groups.⁹

The benefits of questionnaires in research are:

- a. Questionnaires can be used to collect data from groups of respondents who are the research sample.
- b. In answering questionnaires, respondents are more flexible in answering because they are not influenced by the mental attitude of the relationship between the researcher and the respondent concerned.
- c. Respondents can think of each answer to the questionnaire questions given.
- d. The data obtained is easier to analyze because the questions given to respondents are the same.

⁹ Sugiyono, *Metodologi Penelitian Kuantitatif, Kualitatif, R&D*, (Bandung: Alfabeta, 2013), 137.

The researcher used the specification of questionnaire follows:

Component of Questionnaire	Number of Question	Total item
Students perception about grammar in their speaking activity	1, 4, 5, 6, 13, 14	6
Students difficulties on grammar in speaking activity	2, 3, 7, 8, 9, 10	6
Students deal with their difficulties	11, 12, 15	3

In this research, the researcher uses liker scale. The respondent are ask to show their level of agreement from strongly disagree to strong agree with the given statements on a metric scale. In each of the statement provided, the researcher asked the students to express their attitude towards the statement on the following liker scale.¹⁰

¹⁰ Gail M. Sullivan and Anthony. Artino, *Analyzing and Interpreting Data Form Likert-Type Scale*, (Journal of Graduate Medical Education. 2013), 541.

D. Technique of Data Collecting

As the explanation from this research, the researcher used interview and questionnaire as instrument to collect the data from the respondent. The researcher used interview to get information about students' perception on grammar in their speaking activity as data primer. Then used the questionnaire and selected some students using purposive sampling. The students who more often use English in their activity were selected to conduct an interview and the interview conducted by WhatsApp Application and the questionnaire conducted by Google Form Application because the situation still not supportive.

E. Techniques of Data Analysis

Based on the research design of this study, the data from the questionnaire were analyze using percentage formula and interpreted qualitatively with the results of the interview. Sugiyono said that the formula which can be used to get the percentage result of the questionnaire is presented as follows:¹¹

¹¹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dn R&D*, (Bandung: Alfabeta, 2011), 94.

$$\frac{f}{n} \times 100\%$$

Known as:

f = The number of students based on the degree of agreement

n = The number of all students

According to Miles and Huberman there are three activities in conducting qualitative data analysis can be carried out interactively and continuously until it is complete without missing anything, than the data is clear and precise. Activities that are in data analysis are:¹²

a. Data reduction

The number of data that researchers have obtained from the field is quite a lot, therefore the data must be recorded in a clear and detailed manner. Because the longer the researcher goes to the field, the more data will be, the more complex and the more complicated. Therefore, the data must be analyzed immediately through data reduction. Reducing data, namely

¹² Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta), 31.

summarizing the information obtained, choosing main or specific things, focusing only on important things, looking for themes and patterns that match what is expected. In this case, the researcher selected the data derived from interviewed to the students and give the questionnaire.

b. Presentation of data

After the data has been reduced, the researcher continues to present the data that has been obtained. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and other types. However, in qualitative research, data presentation can be made with text that is narrative in nature. The researcher interview the students to get information about what was the causes of the problem in learning grammar and to get information about what are students perception of grammar important in speaking skill. Than the researcher gave the questionnaire conducted to know of the problem occur in grammar problem in speaking class. From the display the data, the researcher can get the conclusion in order to answer all the research questions in this research.

c. Verification and Drawing Conclusions

The final step is to provide a conclusion and final verification. In a qualitative study, the conclusion can also answer all the formulations of the problems contained in this study but may not. Because in a qualitative problem formulation is still temporary, because it will develop when researchers conduct direct field research. Conclusion involves stepping back to consider what the analyzed data learn and to assess their implication for the questions at hand. In this steps, the researcher drew the conclusion and verified the answer of research question that have been done in displaying the data by comparing the interview data and questionnaire data. Thus, the researcher got the conclusion about students perceptions of grammar and students problem of grammar in learning speaking class at 3th semester of English Education Department.