

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Meleong states that qualitative research is scientific and has the purpose to comprehend a phenomenon in a natural social context by a deep communication interaction between the researcher and the phenomenon throughout studied. This research is use Descriptive Qualitative, where Moleong states that a research approach where the data collected are in the form of words pictures and not numbers. These data can be obtained from interviews, notes, fields, videos, photos, memos, personal documentation or other documentation¹. Qualitative research is conducted to explain and analyze phenomena, events, social dynamics, attitudes of belief, and the perception of a person or group of something. Thus, the qualitative research process begins with formulating the basic assumptions and rules of thought that will be used in the research.

Qualitative researchers try to understand a phenomenon by focusing on the big picture rather than breaking it down into variables. The goal was not a numerical analysis of the data, but a big picture and a deep understanding. The purpose of descriptive research is to make systematic,

¹ Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda, 1988)

factual and accurate descriptions or describes of the facts, characteristics and relationships between the phenomena being investigated and then interpreted². It can be concluded that the purpose of descriptive research is to make the facts data and accurate after observation and then describe detail data by telling the events was done.

The researcher use descriptive qualitative research that focused on the lecturer's strategies in teaching speaking during COVID-19 Pandemic (online learning) for the research. It is explain and describes the technique used by the lecturer's third semester in the State Islamic University Sultan of Maulana Hasanddin Banten and the difficulty faced by the lecturer when implementing the strategies.

B. Setting of Research

Due to the existence of COVID-19 which is requires teachers and students to carry out teaching and learning activities through online learning, researcher participate and observe trough online when teaching and learning activities are ongoing. Afterwards, researcher comes to interview the speaking lecturer about lecturer's strategies in teaching speaking during COVID-19 Pandemic (online learning). This research will conducted for

² Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 1988)

speaking lecturer's strategies at the third semester English Education in the State Islamic University of Sultan Maulana Hasanuddin Banten.

C. Source of Data

According to Moleong the primary data in qualitative research are words and actions, addition of that namely documentation, etc³. It means there are three ways of solving qualitative data, namely interview and observation as primary data and documentation as secondary data. In this study, the researcher will interview the English speaking lecturer third semester, observe the class through online learning, and take some data for documentation.

D. Technique of Collecting Data

1. Interview

Moleong stated that interview is a conversation with a certain meaning, the conversation is carried out by two parties, namely interviewer (who ask the question) and interviewee (who provides the answer)⁴. There are three types of common interviews, namely, unstructured interview, semi –

³ Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda, 2005), 97.

⁴ Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda, 2005), 186.

structured and structured interview⁵. In this study, the researcher use structured interview with English speaking lecturer third semester at State Islamic University of Sultan Maulana Hasanuddin Banten. Arikunto states that the interview is also called the dialogue between the interviewer and the interviewee⁶. In this study, researchers used sources of interviews from lecturer to obtain complete and reliable data to understand the reaction to lecturer's strategies regarding speaking ability. Interview is conduct to get detail information about the strategies used by lecturer in teaching speaking using online learning class method and some difficulty faced by lecturer when teaching speaking through online learning. The function of this study is to check the data and ensure that the data is really valid.

Table 3.1 interview sheet

No	Aspect	Questions
1	Identify and define specifications and qualifications for intended changes in students' behavior and personality	<p>1. Do you teach speaking by following the syllabus or lesson plan?</p> <p>2. What achievements should be achieved by students in speaking</p>

⁵ Rosalind Edward & Janet Holland, *What is Qualitative Interviewing?*, (London: Great Britain, 2013)

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 155.

		<p>learning?</p> <p>3. Mention one example of the material you teach and what criteria should students achieve in that material?</p>
2	Selecting a learning approach system	<p>4. What approach did you use in teaching speaking during the Pandemic? Do you prefer a teacher approach or student approach?</p> <p>5. Why did you implement these approach/strategies?</p>
3	Choosing and specifying procedure, method and technique	<p>6. What procedures did you use in your speaking teaching strategy during the Pandemic?</p> <p>7. What the effective method in teaching speaking strategy through online learning?</p> <p>8. How is the technique in teaching</p>

		speaking through online learning during Pandemic?
4	Set a minimum success threshold or criteria and standards for success ⁷	<p>9. After you applied the teaching speaking strategy, did the students achieve the target?</p> <p>10. If students do not reach the target, what evaluations do you do?</p>
5	Teaching through online learning during the COVID 19 pandemic	11. What do you think about teaching speaking through online learning, is there a positive side or a negative side?
6	Inhibition	12. What inhibition did students experience in learning speaking through online learning during the Pandemic?

⁷ Syaiful Bahri Djamarah and Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010)

7	Nothing to say	13. What do you do when students do not speak into microphone during class?
8	Mother-tongue use ⁸	14. Do any students speak 'bahasa' during the lessons?

2. Observation

According to Hasan Observation is a data collection technique by making direct observations on the object of study⁹. It can be concluded that Observation is an activity of observing an object directly and detail in order to find information about the object. In this study, the researcher observed the way lecturer teaches speaking during COVID-19 Pandemic through online learning. Observe the assignments given by the lecturer third semester during the teaching and learning activities, be it through Google Classroom, Zoom, WhatsApp, etc and the difficulty faced by the lecturer when implementing those strategies.

⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 2009)

⁹ Iqbal M. Hasan, *Pokok-pokok Materi Metodologi dan Aplikasinya*, (Bogor: Ghalia Indonesia, 2002), 86.

Table 3.2 observation checklist

No	Variable	Indicator	Option		Description
			Yes	No	
1	Preliminary	Greetings			
		Pray together			
2	(Lecturer's Strategies)	Presentation			
		Peer Review			
		Discussion			
	(Lecturer's difficulty)	Inhibition			
		Nothing to say			
		Low or uneven participation			
		Mother-tongue use ¹⁰			
3	Closing	Information/ Conclusion			
		Giving motivation			

3. Documentation

¹⁰ Penny Ur, *A Course in Language Teaching: Practice and Theory*, (United Kingdom: Cambridge University Press, 2009)

According to Moleong, document is divided into two parts (personal document and official document). Personal document is a written record or composition of a person about action, experience and belief. Personal documents include diaries, letter and autobiographical. Meanwhile, official document is divided into internal documents and external document. Internal document is memo, announcement and instruction. External document there are informational material produced by a social institution such as magazine, bulletin, statement, and new broadcast to the mass media¹¹. According to Sugiyono document is a record of a past event. The document can be in are the picture, writing or monumental works from someone. Examples of written documentation are biography, life history, diary, story, and the rule and policy¹².

In this study, researcher used documentation as a complement to the result of this study. The documents taken from this research are teaching and learning activities speaking through online learning, lecturer's guidelines in implementing teaching strategies, lecturer's references and etc.

E. Technique of Data Analysis

Data analysis techniques have the principle of processing data and analyzing the collected data into systematic, orderly, structured, and

¹¹ Lexy J. Moleong, *Metode Penelitian Kualitatif*, (Bandung: Remaja Rosda, 2005), 217-218.

¹² Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan RnD*, (Bandung: Alfabeta, 2014), 82.

meaningful data. Miles and Huberman in Sugiyono suggest that activities in qualitative data analysis are carried out interactively and continue to completion, so that the data is saturated. Activities in data analysis, namely:

1. Data Reduction

In qualitative research, there are several views of the data. Researchers can present the data in the form of charts, brief descriptions, flow charts, relationships between categories and the like. The way of presenting data most often used for qualitative research is narrative text. In a text narrative, the researcher describes the results of the research in text form and can be assisted by pictures or tables.

2. Data Display

Displaying data refers to the process of simplifying data in the form of sentences, stories, or tables. Data display is patterned display data. Helps researchers understand the data. When viewing the data, researchers describe the reduced data in the form of sentences. Miles and Huberman in Sugiyono stated that in qualitative research, the most common form of display data is narrative text¹³. Therefore, researchers place the data in the proper order in the story text for ease of understanding. In qualitative research, data presentation can be done in the form brief descriptions, charts, relationships between categories, flowcharts, and the like. The most frequently used way to

¹³ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfa Beta, 2010)

present data in qualitative research is narrative text. In this case the researcher will present the data in text form, to clarify the results of the research it can be assisted by including tables or pictures.

3. Drawing Conclusion

Problem formulations in qualitative research can change and are temporary. Because during observation, the results found can develop and can become new findings that were not there before. These findings are in the form of descriptions or results that are found to be uncertain or vague and after being researched they become definite or clear findings, in this case in the form of an interactive or causal relationship, Hypothesis/theory¹⁴. Researchers write down interpret conclusions based on interviews, observation and documentation to draw conclusions. Write down the conclusions based on the data and what the researcher have collected, analyze everything and draw conclusions.

¹⁴ Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan RnD*, (Bandung: Alfabeta, 2014), 246-253.