

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology which are used in this research such a research method, research design, population and sample, instruments, data collection and data analysis.

A. Research Method

This research implemented to prove the social phenomenon or problem that face by people, in this case is students. Qualitative method used for find the problem face by human and social phenomenon. Creswell (2009 in Satriani, 2016). Qualitative also to collect the information from student's point of view. in line descriptive method was used to gathering information based on participant's point of view (Frangkel, Wallen & Hyun, 1932 in Satriani, 2016).

This research was attended to explore how the implementation of information gap activity in teaching speaking based on students of eleven grade of senior high school point of view. In effect, this study was due to explain and describe phenomena that happen in the implementation of information gap activity in teaching speaking. So that why in this study the researcher used descriptive method to gathering the data. Descriptive research was more concerned on how rather than what or why something has happened. Therefore, observation and survey tools were often used to gather data (Gall & Borg, 2007 in Hossein Nassaji, 2015).

B. Subject of the research

Subject of research is the generalize object that is used in research. It is supported by Fraenkel, Wallen, & Hyun (2012) population is the larger group to which one the researcher would like to generalize the result of the study. The subject of this research was the eleven grade students in vocational high school in Cimahi, 2020/2021 academic year. The Class that used as subject is majoring in *Mekatronika*. The total students were thirty-five with specification male twenty-seven students' and female eight students.

The student's characteristics are.

1. Difficult to speak English
2. Having speaking anxiety
3. Lack of confident
4. Willing to speak, block with some negative vibes, such as, limited vocab and pronunciation issues.

C. Instrument of the Research

Instrument is any tool that is used to collect the data. According to Tavakoli (2012), instrument is any device that can be presented in written, audio or visual format, which is used to collect the data. The instruments of this research are:

1. Observation

Observation is the activity that is done by the researcher during the teaching and learning process. The researcher use this observation seen (Appendix 1.1) as the instrument that use to see the condition of student in classroom during the teaching and learning activity. This instrument is use for answer

the research question no one, that is about how the scenario of teaching speaking using IGA. This observation sheet was adopted from (Satriani, 2014).

2. Questionair

Questioner is administered to give the opportunity to the students to deliver their feeling and perception of speaking and the way of teaching speaking. The purpose of this questioner seen (Appendix 2.1) is for answering the research question number two, about teacher and student respond, and also for answering the research question number three that is about student difficulties. This instrument was given in the last meeting in classroom. This questioner was adopted from (Muhlisin, 2018).

3. Test

Test used by teacher to assess the students' skill after the treatment is given to know the effectiveness of the method. The test that use is oral test seen (Appendix 6.1) following the question, example "If we do not use safety suit when working, what will happen?" In order to support the teacher to give score for students researcher also use speaking rubric (Appendix 5.1) to assess the students speaking skill. Speaking Rubric use in this research is adopted from (Harries, 1984).

D. Data Collection Technique

In this research, the researcher used non test instrument to collect the data and also use some devices as it is mentioned in the instrument above. The data collection of each instruments is explained as follow:

1. Observation sheet

During the activity in each class, the researcher observed the students to supervise the students' participant, attitude in the class. Activity was administered during implementing information gap activity in the classroom. The observation was conducted three times.

2. Questionnaire

Questioner is used to give the students the opportunity to know their feeling and opinion toward the implementation of information gap activity during their teaching and learning process.

3. Test

Test used as tools to assess the ability of speaking skills of the students. This test is oral test given by teacher to students directly. Scored using speaking rubric adopted from (Harries, 1984). There are five aspects that have been assessed there are Pronunciation, Grammar, Vocabulary, Fluency and Comprehension.

E. Research Procedure

In doing research, the researcher had procedure that had been implemented in research process. First, the researcher doing observation to school that was be subject of the researcher to ask permission and asking the kind of administration that should be prepared by the researcher. After the permission that has been got by the researcher, the researcher prepared the instrument of the research. This process the researcher supported by the lecture, kind of instrument that prepared by researcher such as, observation sheet, questioner, test, and also scenario of the learning process.

Second, after all preparation were ready, the researcher implemented the instrument of the research in teaching process as the activity of the research. Scenario used by researcher for guide in doing research. Observation sheet used by researcher to observe the condition in classroom during the research. Questioner implemented by researcher in the end of the research to find out the students responds toward learning activity. The test was implemented by researcher in the meeting outside the scenario.

Third, after the research has been done, the data that has been collected by the researcher, such as observation sheet, respond of students and teacher and also score of students reported by the researcher. The result was also has been analyze by researcher toward the data to get conclusion of the research.

F. Data Analysis

The researcher used the stages of data analysis following of assembling the data, coding the data, building interpretations, and reporting the outcomes. That stages were pressed by Mckernan (1999 in Burns, 2010). The first stage was assembling the data. The researcher collected the data from the observation and questioner that gave to student and teacher in the form of field notes and questioner form. The researcher scanned the data to analyze them more deeply in the next stage, because in questioner researcher used open ended.

In the coding data stage, the data were categorized and the amounts of data are reduced to be more specific. After categorizing the data, the next stage was comparing the data. The researcher compared the data to see whether the themes or patterns are repeated or developed across different data gathering techniques. Thus, the next stage was building interpretation in which the researcher interpreted the data after went through the previous stages. The final stage was reporting the outcomes. The researcher must present the data and made sure that the findings and outcomes were well supported by the data.