

CHAPTER III

RESEARCH METHODOLOGY

In this research, the writer examined students' perceptions of speaking activities in English speaking classes. Speaking activities refer to the oral communication materials that are related to formal and informal experiences involving the use of language (Ediger, 1998). It includes discussion, role play or simulations, brainstorming, storytelling, interview, story completion, and reporting (Kayi, 2006). For the method, the writer chose to use quantitative and qualitative methods. The writer used both quantitative and qualitative methods in order to get the exact percentage and in-depth information about students' perception of speaking classroom activities. The writer collected the data by distributing the questionnaire and interviewing the participants.

3.1. Method of Data Collection

3.1.1. Participants

The participants of this research were freshmen at Faculty of Language and Arts who had already taken Functional Communicative Speaking class. The writer used convenience sample. In this case, the writer chose students from batch 2017 when conducted the questionnaires and the interviews since they were easy to meet. A convenience sample itself is the subject that are selected for the research are the easiest to access (Etikan, Musa, & Alkassim, 2017).

3.1.2. Instrument

The instruments that the researcher used are questionnaires and interview guides.

a. Questionnaire

The questionnaire was used to find out information about research questions one to three. There were 25 statements in the questionnaire that the researcher used to find out about freshmen's perception of speaking activities. The researcher used close-ended questionnaire. Some statements in the questionnaire that the researcher used were adapted from (Young, 1990) and (Nazara, 2011) which discussed students' perception of speaking activities. The researcher provided four options that the participants can choose, those are:

- a. Strongly Disagree (1)
- b. Disagree (2)
- c. Agree (3)
- d. Strongly Agree (4)

The questionnaire consists of three parts. The first part was the background questions to better understand the demography of the students. The second part was for the students' general perceptions of classroom activities commonly used in English speaking classes. In this part, questions 1 to 25 were designed to elicit information about students' general perception of speaking classroom activities or the first research question. The third part was designed to elicit the kind of activities do students prefer the most and

activities do students perceive as the most beneficial for the improvement of their speaking skill. In this part, it consisted of two tables. The first table of part three was designed to find out the kind of activities that students preferred the most or the second research question. Last but not least, the second table of part three was designed to explore the kind of activities do students perceive as the most beneficial for the improvement of their speaking skill. Each table consisted of five activities that the researcher provided for the students. Students had to rank one to five in the third part of the questionnaire.

b. Interviews

The interviews were used to obtain more in-depth information about students' perception of the speaking activities and how these activities help them improve their English. For this purpose, the researcher interviewed five freshmen. Each interview took 25 to 30 minutes. The interviews were recorded using a mobile phone. The researcher transcribed and translated the interviews. For collecting quantitative data, coding is meant to identify the answers of the interview based on investigated topic.

3.1.3. Procedure

There were some steps in collecting and analyzing the data:

- a. First, the writer conducted this research by choosing participants involved in this research. The participants were freshmen (2017) Faculty of Language and Arts students.

- b. Second, the writer modified the questionnaire in order to collect more information about students' perception of speaking activities in the classroom, activities that students prefer the most, and kind of activities do students perceive as beneficial for the improvement of their speaking skill.
- c. Third, the writer designed the question for the interview. The questions were about students' perception of speaking activities in the classroom and kind of activities do students perceive as beneficial for the improvement of their speaking skill.
- d. Fourth, the writer distributed the questionnaires to the participants and also did the interviews. The questionnaires were printed and distributed in Faculty of Language and Arts. The questionnaire is close-ended type, meaning that the participants can easily choose the best answer that they want to.
- e. Fifth, the writer analyzed the data questionnaires. She analyzed the data from the questionnaires using Microsoft Excel to find the mean and standard deviation.
- f. Then, the writer analyzed the data interview from the freshmen. She also transcribed and translated the interview into English, since the interview is conducted in Indonesian.
- g. Finally, the writer gathered all the data from the questionnaires and interviews in order to get the results and the conclusion.

3.2. Method of Data Analysis

3.2.1. Quantitative

After collecting all data required, the researcher analyzed the data by quantifying the quantitative method based on the descriptive statistic. The writer verified the labeling of the results. First, if the mean is 2 or less than 2, it described disagreement or strong disagreement of the students toward the statement, meaning the attitudes are negative. Second, if the mean is 3 or more than 3, it described agreement or strongly agreement of the students toward the statement, meaning that the attitudes are positive. The researcher counted the means and the standard deviation using Microsoft Excel. The researcher also did an inputting data that consisted of four steps which are coding the data, doing the numerical computations, preparing a final display in a table form, and making some interpretations of the results.

3.2.2. Qualitative

A code in qualitative inquiry is usually a word or short phrases that symbolically assigns a summative, salient, essence-capturing, or evocative attribute for a portion of language-based or visual data (Miles, Huberman, & Saldana ,2014),. For the interviews, the writer also coded and interpreted the data from the interviews to get the results and support the findings from the questionnaires. The interviews need to be coded in order to get the coding patterns if the researcher finds out that there are the same codes that are used repeatedly. For example, the time provided as A1, sufficient materials as A2, etc.