CHAPTER III
METHODOLOGY

A. Research Design

This research adopted a qualitative approach. Qualitative research methods are often called naturalistic research methods because their research is carried out in natural conditions (natural setting); also referred to as the ethnographic method, because at first, it was more widely used for research in the field of cultural anthropology; It is referred to as a qualitative method because the data collected and analyzed are more qualitative (Sugiyono, 2016: 1). In this research, the research design was a descriptive study. A method that seeks to uncover activities, processes, objects, facts of an event, and humans as they are in the present or with a possible period in the respondent's memory is descriptive research (Andi Prastowo,2016: 203).

B. Subject of Research

This research was conducted at SMAN 1 Semparuk JL. H.Tauran A Majid, Semparuk District, Sambas Regency, West Kalimantan Province. The study was conducted on July 17, July 18, and July 20. The subjects of this study were students of grade XI IPS III SMAN 1 Semparuk for the academic year 2022/2023 where the number of students amounted to 32 people. Based on the researcher's experience in initial observation activities by looking at the condition of students in speaking English, in social sciences class, they have more problem in speaking, they looked passive in class compared to natural science students. Researcher wants to get information about what difficulties are faced by students, what the causes of problems faced by students, and the solutions they do to improve their speaking skills in the classroom.

The respondent's profile is presented in the following gender chart.

Table 4.1 Students Participants

No.	Gender	Total Number
1.	**Male**	**16**
2.	**Female**	**16**
Total	**2**	**32**

Table 3.1 shows that the participants consisted of 32 people, while the male participants were 16 people and the female participants were 16 people.

C. Technique and Tools of Data Collection

1. Technique of Data Collection

   To collect data, the researcher used direct communication techniques and indirect communication techniques. Direct communication is a technique of collecting data through face-to-face relationships with participants. Getting information can be done through interviews with participants. Then, indirect communication techniques were carried out using an open-ended questionnaire containing several questions that were given or distributed to students via a link from the Google form.

2. Tools of Data Collection

   In a study, data collection is one important aspect. In this study, data was a problem for students to speak. Data collection must be known so that researcher get data that reaches the standard. Data collection was collected with open-ended questionnaires and Interviews.

   a. Open-ended Questionnaire

      For this study, the researcher used a questionnaire, namely an Open-ended questionnaire. A questionnaire is a data collection

technique that is carried out by giving a set of questions or written statements to respondents for them to answer (Sugiyono, 2017: 142). Questionnaires can be closed or open questions/statements and can be given to respondents in person or sent by mail, or the Internet. The advantage of an Open-ended questionnaire is that the respondent has the freedom to write his own and we can get unexpected answers.

Before distributing the questionnaire, the researcher tried it out first to non-participants. The non-participants in question were different classes from the participants. Tryout aims to determine the level of difficulty used to ensure the questions are easy or difficult for participants to understand. The open-ended questionnaire consists of 8 questions with a time of 1 hour. The procedure of an Open-ended Questionnaire is as follows :

1) First, the researcher introduced herself and explained the purpose of the researcher
2) Second, the researcher asked the students who were willing to participate in this research
3) Third, the researcher shared the questionnaire using a Google form link to the class leader and asked to be shared with classmates through the WhatsApp group
4) Then, the researcher explained how to fill out the questionnaire
5) Next, asked participants to fill out the questionnaire and told them they were welcome to ask questions if they had difficulty answering the questions
6) After finishing the test, the researcher said thankyou

b. Interview Guideline

The researcher used interview guidelines to make it easier to retrieve research data. Before conducting an interview, the researcher will prepare an interview tool called interview

guidelines (Sukmadinata, 2013: 216-217). Interview guides are useful so that the interview will be more focused and will run smoothly. In this study, the researcher used interviews, namely semi-structured interviews. A semi-structured interview is an interview that takes place regarding the interview guidelines. An interview is a technique to collect data if researchers want to know more in-depth things (Sugiyono, 2017: 231). The purpose of conducting a semi-structured interview is to be able to find faults in a more open way where interview participants will be asked for their opinions and ideas.

In this research, the researcher interviewed 7 students of grade XI IPS III who have filled out questionnaires and feel the level of difficulty in speaking English is higher. This interview was conducted using a live interview technique. During the interview process, the interviewer controls the course of the interview by using the previous interview list. In addition, the researcher also prepared tools such as recording devices, blank sheets, pens, and cameras that will be used in interviews.

D. Validity

In this study, a researcher used a credibility test to test the validity of the data. How test the credibility of the data or trust in the data resulting from qualitative research, among others, is done by; increased persistence in research, extended observations, discussions with colleagues, triangulation, use of reference materials, negative case analysis, and member checks (Sugiyono, 2016: 121). To check the validity of the data, the researcher used the triangulation technique. The triangulation technique is a different technique for collecting data but from the same source to obtain data (Sugiyono, 2016: 83). Data collection used by the researcher is an Open-ended Questionnaire and Interview.

E. Data Analysis

Data that have been obtained from questionnaire responses and interviews that have been collected by the researcher were analyzed through the use of thematic analysis techniques. Data analysis is a process of finding and compiling data in a systematic way that has been obtained from the results of field notes, interviews, and documentation by organizing data into categories, describing it into units, synthesizing, arranging it into patterns, choosing what is important and which is learned, and making conclusions so that it can be understood by oneself and others (Sugiyono, 2018;332). In this study, the data were analyzed using a thematic analysis. Thematic analysis is a method that can be used to identify, analyze, and report patterns or themes in data (Braun & Clarke, 2006). This data analysis is highly used in qualitative research that emphasizes finding and identifying general themes or patterns in the data that has been collected, which will then be analyzed. The stages in the thematic analysis are the first of familiarising yourself with your data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006).

1. Familiarizing yourself with your data

   Data that has been collected or that has been obtained is deepened. By doing repeated reading, actively reading data, looking for meanings, patterns, and so on. It is very important to read the entire data before coding or the next step. This can be an idea, identifying patterns will form as we read. In this phase, it's good to start taking notes or marking ideas for coding.

   If verbal data such as interviews need to be transcribed into written form. The transkip process may take some time, but it is best to familiarize yourself with the data (Riesman, 1993 cited in Braun & Clarke, 2006). This is a key phase of data analysis in interpretive methodology. The meaning created is not just mechanically placing spoken sounds on paper. At a minimum, it requires verbatim precision, the most important thing is verbal in the right way as the

original. It is important to check the transcript against the original audio of the recording for "accuracy".

2. Generating initial codes

It starts when you have read and familiarized yourself and the data has generated initial ideas and interesting data. This phase involves the production of initial code from data. The code identifies semantic content that appears to be of interest to the analysis referring to the most basic segment, the element of raw data or meaningful information judged about the phenomenon. (Boyatzis, 1998:63 cited in Braun & Clarke, 2006). The coding process is part of the analysis, as is organizing data into meaningful groups. (Tuckett, 2005 cited in Braun & Clarke, 2006).

However, code data differs from the broader units of analysis themes. The theme begins to develop in the next phase where interpretive analysis of data occurs about arguments about the phenomenon being examined are made. Coding to some extent will depend on themes more data-driven or theory-driven. In the former, the theme will depend on the data, but in the latter, you might approach the data with a specific question in mind that you want to encode. Depending on whether you want to code the entire data set, or code to identify certain limited features of the data set. Work systematically through the entire data set, giving equal attention to the attitude of data items. It then identifies the basic aspects of the repeating pattern throughout the data set.

If coding manually encodes data by writing notes on the text you are analyzing, stably to show potential patterns notes for data segment identification. First, identify the code then match it by extracting the data showing that code, then arrange it together in each code. Copy from individual transcripts or extract photocopies from printed data, and compile each code in a computer file. If using software you code with tagging and naming text options in each data item.

3. Searching For Themes

    Once all the data has been encoded and compiled you have a list of several different codes that have been identified throughout the data set. In this phase the focus on analysis at the theme level is broader than the code, this involves sorting the different codes into potential themes and compiling all extracts of relevant code data in the identified themes. It starts by analyzing the code, considering how different codes can be combined to form an overarching theme. In this activity that can be used to help sort the different codes into themes is to use a visual representation we can use bold, on mind, or can write the name of each code (and a short description) on a separate piece of paper and play around with organizing it into a stack of themes. When you start thinking about the relationship between different levels of themes. Some of the initial code can continue to form subthemes, and others can still be discarded.

4. Reviewing Themes

    This phase involves two levels of review and refinement of the theme. Level one involves reviewing the level of encoded data extracts, meaning we need to read all the extracts compiled for each theme, and whether they appear to form a coherent pattern. If the candidate has already formed a coherent pattern then move on to the second level of this phase if your candidate’s theme is not suitable. We need to consider whether the theme itself is problematic, or whether some of the data extracts in it don't fit there. In this case, reworking the theme creates a new theme, finds a home for extracts that don't work in an existing theme, or removes it from the analysis.

    Once the candidate theme has sufficiently captured the contours of the code data, once we have got the thematic map candidate we are ready to proceed to this two-phase level. The second phase of the process is similar but in the entire data set. Consider the validity of each theme, and also whether the candidate's thematic map is accurate

and reflects clear meaning in the data set as a whole. But in this phase, we reread the entire data set for two purposes. The first is to ascertain whether the theme is functional in the data set. The second is any additional data code in the theme that was missed at the previous coding stage.

5. Defining and Naming Themes

   For each theme, it is necessary to write a detailed analysis as well as an identification of each theme. It is important to consider whether it fits into the overall told about our data about the question so that there is no overlap between themes. As part of the refinement, identify whether the theme contains sub-themes or not. Sub-themes are theme-within themes. This is useful to give structure to very large and complex themes, and also show the hierarchy of meaning in the data. Although it has already given the theme a working title, this is also the starting point for thinking about the names that will be determined or given to the theme in the final analysis. The name should be concise and give an idea of the theme.

6. Producing the Report

   This phase begins when we have a set of themes that have been worked on, and finally involves the final analysis and writing of the report. Thematic analysis writing is tells the complex story of our data in a way that can convince a reader of the benefits and validity of data analysis. Important for analysis in writing including data extracts can provide concise, coherent, logical, non-repetitive, and interesting explanations about the data told in and throughout the theme. Should provide sufficient evidence regarding the theme in the data extract data to adequately demonstrate the prevalence of the theme. Extracts need to be embedded in compelling analytic narratives to illustrate the story we tell about data. Analytical narratives need to go beyond data descriptions and arguments related to research questions.

   a. Open-ended Questionnaire Analysis

1) The researcher collected data from questionnaires that had been distributed to 32 students.
2) Then the researcher compiles the data to interpret the data using tables, which contain themes, descriptions, and coding. In the table, the researcher will map the description of the theme one by one so that it will be neatly arranged, and clear and will facilitate the process of working on data. The researcher also entered answers according to the theme, provided explanations, inferred theme data from student questionnaire answers, associated the data that had been obtained with existing theories, and provided codes to facilitate theme recognition.
3) After everything was complete, the results of the thematic analysis of the questionnaire were included in the appendix and presented in Chapter 4.

b. Interview Analysis

1) The researcher collected interview data from 7 students.
2) After the data was collected, the researcher conducted a transcript of the interview by paying attention to the ideas and information that had been provided by participants according to the research theme.
3) Transkip from interview data carried out by selected information that has been obtained according to the research theme.
4) After completing the transkip, then the researcher interprets the data using a table containing the theme of transcript and coding. In the table, the researcher entered the transcript results one by one according to the theme so that the data processing process was organized, clear, and smooth. Furthermore, the researcher concludes with the results of the interview data transcript. After that, the researcher connected

the transcript of the data that has been obtained with existing theories, and the ode given so that theme recognition can be easier.

5) After everything was complete, the results of the thematic analysis of the interview transcript were included in the appendix and presented in Chapter 4.

The following is a map of data analysis studies based on each activity target.

Table 3.2 Map Study Data Analysis

Target	Data Analysis
Describe students' problems in speaking English.	**Students' problems in speaking English. Data analysis was performed based on the results of students' activities in working out the questionnaire and interviewing students' problem in speaking English.**

In each meeting, on the first day, on July 17, 2023, asked permission from the principal to do research at the school and also inform them about what research want to do that day, followed by the researcher first discusses with the teacher the right time to distribute the list of questions. On the second day, on July 18, 2023, researcher were ready to distribute the questionnaire, waiting for the questionnaire to be filled out, and collecting questionnaire data. In the last day on July 20, researcher conducted interviews with students. After completing the study, researcher then analyzed the research findings.