

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents an overview of the methodology of the study. It describes the research design, method of the research, focus of the research, setting and participants, technique of collecting the data, technique of analyzing the data, steps of the research, time and place of the research.

3.1 Method of the Research

This research used a qualitative case study research design. According to Creswell, et al (2018) with the following sequence of activities such as Identifying goals, formulating research questions, collecting the data using semi-structured interview, and analyzing the data. Qualitative Research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problems. The researcher chose a qualitative research design to find out what kind of learning styles of speaking are employed by the ninth-grade students in Junior High School and how their learning styles contribute to their speaking skill. A case study is an empirical method that investigates a contemporary phenomenon (the “case”) in-depth and in real-world contexts, specifically when the boundaries between phenomenon and context may not be evident (Yin, 2017). According to Sturman as cited in Rebolj (2013:31), a case study is a general term for the exploration of an individual, group, or phenomenon. Therefore, a case study is a comprehensive description of an individual case and its analysis.

3.2 Focus of the Research

In this research, the researcher focuses on knowing what kind of learning styles and how their learning styles contribute to their speaking skill. The Learning Styles of English Language Learners in Speaking Skill in the ninth-grade of a Junior High School.

3.3 Setting and Participants

This research was conducted at Junior High School in Pangandaran. Researcher chose this school because there are several reasons why the researcher chose to study in that place. The first reason the researcher had access to research there because the researcher was an alumnus at the junior high school and the location of researcher's house and the school were quite close. The second reason the researcher had interactions there, the arena at the time of PLP, the researcher chose that school to be my internship place. The third reason, this junior high school are famous, superior, and favorite junior high school in Pangandaran where the school has students with various cultures that can affect their learning environment, especially when learning to speak English. The researcher used select participants from ninth-grade students. The participants of this study used three students at Junior High School in Pangandaran. There are 1 male 2 female students 15 years of age who are learning English at their school.

Based on this, the researcher chose the ninth-grade students as the participants of this study. Participants were given criteria (excellent, good, moderate). Next, the researcher used to take 3 students related to their grades and could be accessed from one class. The researcher chose these participants for several reasons. First, those students are recommended by the English teacher at the school. Second, it can be seen from the student's activity in learning English speaking in class. Third, it can be seen from the different learning styles of the students in the class. Determination of the selection of participants using a purposive sampling technique where this study took participants intending to know what learning styles are commonly used by students who are considered to have the information needed for research.

3.4 Technique of Collecting the Data

3.4.1 Interview

In this study, the researcher used to collect data through semi-structured interviews. The researcher used to take three participants where the participants

were taken from the ninth-grade junior high school in Pangandaran. In this study, the researcher conducted two-times interviews with three participants with several questions adopted from the theory of DePorter & Hernacki, 2009. The researcher used to choose two females and one male. The researcher used to do interviews outside their class activity. The researcher used to ask for about half an hour per person in conducting interviews.

Based on Marvasti (2020) one of the most elementary forms of data collection is the interview which involves asking people questions and receiving an answer from them. The interview technique can be used to understand “the lived experience of other people and the meaning they make of that experience” Seidman, (2013). The types of questions roughly fell into three categories identified by Spradley (1979): descriptive, structural, and contrast. For example, I asked the informants: “Have you used any English learning style for learning English speaking? (Descriptive question)”, “If yes, what style do you often use? (Structural question)” “Is there any difference in your style used after studying in Junior High School? (Contrast question)”. During the interviews, the informants were allowed to speak freely, so that they could feel more comfortable and "unveil whatever of relevance to the topic at hand" (Peer et al, 2012:81). New questions were also allowed to emerge based on what they said. Both the interviews were fully audio-recorded and transcribed for subsequent analysis.

3.5 Technique of Analyzing the Data

Based on Miles, et al (1994) define analysis as consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification.

3.5.1 Data Reduction

Data reduction is the stage of summarizing, classifying, and focusing on essential things also it refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or

transcriptions, data reduction occurs continuously throughout the life of any qualitatively oriented project. Even before the data are actually collected.

In the summarizing stage, the researcher made a transcript of the results of the interviews, where a video was made of each student in written form. The researcher conducted two interviews with each student to get validation, both of which the researcher also transcribed. In the classification stage, the researcher has classified the results of the interviews by making a note consisting of notes on what learning styles the student used and also why and how the learning styles were applied. In the focused stage on things that also refer to the process of choosing, focusing, paying attention, and abstracting, the researcher sees and pay attention again to what vocabulary the students mention refers to the learning style used by the students. This statement can be seen in the following excerpts:

INTERVIEW (1)	
<p>1). Student 1 (Indy)</p> <p>Researcher : Gaya belajar seperti apa dan media apa yang pertama kali Anda temui untuk belajar berbicara bahasa Inggris?</p>	
<p>Indy : "Kalo menurut saya melalui gambar cukup menarik karena pada saya kecil awal mula saya mengenal dan mempraktekkan Bahasa Inggris melalui media gambar, dan saya tertarik belajar dengan apa yang saya lihat. Contohnya awal mula saya mengetahui kosa kata Bahasa Inggris seperti sapi cow kucing cat itu dari gambar yang ada di kamar saya yang ditempel oleh ibu saya sewaktu saya kecil"</p>	<p>sebelumnya Inggris melalui apa dari saat itu, karena saya menyukai belajar berbicara Inggris melalui film karena di dalam film terdapat alur cerita yang menarik bagi saya dan kebanyakan film yang saya tonton memiliki subtitle yang bisa memudahkan saya untuk bisa mengerti film tersebut, dari situ lah saya termotivasi untuk mempraktekan apa yang ada didalam subtitle kedalam percakapan Bahasa Inggris untuk melatih skill berbicara saya dalam pembelajaran Bahasa Inggris, di dalam film juga saya tidak hanya mendengarkan tetapi saya juga bisa melihat action mereka dalam memerankan peran masing-masing actor, maka dari itu saya lebih menyukai belajar berbicara Bahasa Inggris melalui film karena tidak membosankan bagi saya.</p>
<p>Researcher : Apakah Anda suka belajar berbicara bahasa Inggris menggunakan diskusi?</p>	<p>Researcher : Apa kontribusi atau efek dari penggunaan gaya ini untuk belajar berbicara bahasa Inggris?</p>
<p>Indy : "Saya kurang tertarik belajar berbicara Bahasa Inggris melalui diskusi karena menurut saya belajar lewat diskusi itu terlalu formal dan membosankan jadi saya tidak merasa enjoy untuk berdiskusi dengan bahasa Inggris, dan saya pribadi lebih suka belajar sendiri seperti menonton film"</p>	<p>Indy : "Menurut saya kontribusi dan efeknya sangat berpengaruh untuk mengasah skill berbicara Bahasa Inggris saya, karena di dalam film itu kita bisa melihat apa yang diperankan oleh aktornya dan kita bisa mengetahui alurnya dalam berbahasa Inggris juga bisa kita praktekkan beberapa kalimat atau istilah yang ada dalam film tersebut untuk melatih skill berbicara Bahasa Inggris saya "</p>
<p>Researcher : Apakah Anda suka belajar berbicara bahasa Inggris menggunakan wawancara?</p>	
<p>Indy : "Tidak, menurut saya belajar berbicara Bahasa Inggris melalui interview kurang menarik karena terlalu banyak pertanyaan yang membuat bosan</p>	<p>Researcher : Pengalaman apa yang Anda ingat ketika Anda belajar bahasa Inggris?</p>
	<p>Indy : "Pengalaman pertama saya dalam</p>

3.5.2 Data Display

Data display is a stage of organizing the data into a pattern of relationship. The data display can make the collected data easier to understand. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. For organizing the data, the researcher made a table where the researcher looked again at the video interview results and [the researcher](#) noted what seconds and what sentences showed the focus on choosing the student's learning style. This statement can be seen in the following excerpts:

The Analysis Result of Participant 1 (P1) in Interview 1			
Visual	Auditory	Kinaesthetic	Contribution to Speaking Skill
"Kalo menurut saya melalui gambar cukup menarik karena pada saat kecil awal mula saya mengenal dan mempraktekkan Bahasa Inggris melalui gambar, dan saya tertarik belajar dengan apa yang saya lihat. Contohnya awal mula saya mengetahui kosak kata Bahasa Inggris seperti sapi cow kucing cat dari gambar yang ada"			sangat berpengaruh untuk menguasai skill berbicara Bahasa Inggris saya, karena dalam film itu kita bisa melihat apa yang diperankan oleh aktornya dan kita bisa mengetahui artinya dalam berbahasa Inggris juga bisa kita praktekkan beberapa kali atau istilah yang ada dalam film tersebut untuk meningkatkan skill berbicara Bahasa Inggris saya

The Analysis Result of Participant 3 (P3) in Interview 1			
Visual	Auditory	Kinaesthetic	Contribution to Speaking Skill
	"Biasanya saya belajar berbicara Bahasa Inggris itu melalui diskusi dengan teman yang sama-sama diskusi dengan Bahasa Inggris. Menurut saya hal yang sangat saya sukai karena saya mempunyai teman untuk bisa meningkatkan skill Bahasa Inggris saya, saya juga bisa menemukan kosak kata baru dari teman saya"		"Iya betul, saya merasa dengan berdiskusi skill berbicara Bahasa Inggris saya lebih terasah dan saya juga senang melakukan tersebut tanpa paksaan dari luar"

3.5.3 Conclusion Drawing and Verification

Conclusion drawings are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus", or with extensive efforts to replicate a finding in another data set.

In the verification stage, I verify the data that has been collected continuously during the research. Drawing conclusions can start with temporary conclusions that still need to be refined. After the incoming data is continuously analyzed and known about the truth, finally a more meaningful and clearer conclusion is obtained. Thus, the work of collecting data for qualitative research must be directly followed by the work of writing, classifying, reducing, and presenting data and drawing conclusions as qualitative analysis.

Triangulation in qualitative research has come to mean a multimethod approach to data collection and data analysis. Triangulation is most commonly used in data collection and data analysis techniques, but it also applies to source data. This statement can be seen in the following excerpt:

Results:

Participant 1:

Learning Style: Visual

Media: pictures, videos

Why: terlihat, ada percakapan, rame ada alur ceritanya, ga bosan

Effect terhadap speaking: efeknya sangat berpengaruh untuk mengasah skill berbicara Bahasa Inggris karena di dalam film itu bisa melihat apa yang diperankan oleh aktornya dan bisa mengetahui alurnya dalam berbahasa Inggris juga bisa dipraktikkan beberapa kalimat atau istilah yang ada dalam film tersebut untuk melatih skill berbicara Bahasa Inggris

Participant 2:

Learning Style: Visual

Media: videos

Why: menarik, mendapatkan pembelajaran baru

Effect terhadap speaking: mendapatkan kosakata baru yang kemudian di praktekkan dalam kehidupan saya untuk melatih skill berbicara Bahasa Inggris

Participant 3:

Learning Style: Auditory

Media: discussion

Effect terhadap speaking: mendapatkan kosakata baru yang kemudian di praktekkan dalam kehidupan saya untuk melatih skill berbicara Bahasa Inggris

3.6 Time and Place of the Research

This research was conducted at Junior High School in Pangandaran from November 2021 until June 2022.

Description	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	April 2022	May 2022	Jun 2022
Research thesis writing								
Research thesis examination								
Data collection								
Data analysis								