

CHAPTER III

RESEARCH METHOD

This chapter presents the research method which contains with research design, research setting, participants, data, data collection, and data analysis.

A. Research Design

This study was conducted to explore teachers' and students' perception toward communicative competence and to find out how the teacher implements communicative competence in English as foreign language classroom. In this study, the researcher applied qualitative study the research method. According to Cresswell (2003:18), qualitative research is defined as an inquiry process of understanding a social human problem, based on building a complex holistic picture, formed with words, reporting detail views of informants, and conducted in natural setting.

This research also belongs to a survey research. According to Sprintall, Schumutte, and Sirois (1991: 93) that survey is a research to collect information from the sample (occasionally, even from population) by using questionnaires and interviews. Zimmerman and Rodrigues (1992: 106) stated that a survey is a process of collecting information from a group of people about a particular topic or issue.

B. Research Setting

This research was conducted in March – May 2020 at SMAN 1 Bati – Bati. The researcher gave the questionnaire to the students through Google form on Thursday, 16th April 2020. The interview was held on Tuesday, 21st April 2020.

This school is the only one senior high school in Bati – Bati. It is located in Ahmad Yani street KM 33,3 Nusa Indah Village, Bati Bati, Tanah Laut. This school is in aside the main road, it is easily to get the location. Most students go to school by motorcycle but some students go to school with public transportation and on foot.

C. Participants

The participants of this study were 50 students of 11th grade and one English teacher who taught 11th grade of an English classroom. Both of them are non-native English speakers. 11th grade students were purposefully chosen because at this grade, students are in intermediate level to learn how to communicating in English (referring to the curriculum 2013). According to that consideration, the reacher chooses the 11th grade as the participants of this research.

D. Data

In this study, the reseaecher have 2 primary data. First primary data is the data that gathered from the interview of the teacher as the source of teacher's perception toward communicative competence and her way to implement communicative competence in english as foreign language. The second data is the data that gathered from the questionnaire. The questionnaire was distributed by the reasearcher to the students as the source data of students' perception toward communicative competence in english as foreign language classroom.

E. Techniques of data collection

Techniques of data collection is the method researcher use to collect data. In this study, the researcher uses questionnaire and an interview.

a. Questionnaire

The first data collection in this research is a questionnaire. A questionnaire is a research instrument that consisted of a series of questions for the purposes of gathering information. According to Ary et.al (2002: 56), a questionnaire is an instrument in which respondents provide written response to questions or mark items that indicate their response.

The questionnaire was given on April, 16th 2020 through Google form. The questionnaire was written in Bahasa Indonesia to avoid misunderstanding of the students. The students were given the questionnaire to find out their perception toward communicative competence in english as foreign language classroom.

The questionnaire uses Likert scales form. Agreeing with Linn and Gronlund's (1995) statement, the Likert scale is the best way to measure perception or attitudes because it is very easy to be constructed and scored. There are 21 statements with five options: strongly agree, agree, not sure (netral), disagree and strongly disagree. The statements are arranged according to the definition of communicative competence as proposes by Canale and Swain (1983).

b. Interview

The second technique of data collection is an interview. According to Creswell (2014), using interview is to collect the shared understanding and views from specific people. The kind of interview used is a semi-structures interview, which is using listed questions to stay focused on the topic being discussed (Dawson, 2002). The aim was to find out teacher's perception toward communicative competence in english as foreign language classroom and to know how the teacher implements the communicative competence in english as foreign language classroom.

The interview was conducted on Tuesday, 21st April 2020 at school. There are five close-ended questions was given to the teacher. It is delivered in Indonesian language in order to catch deeper information and to avoid misunderstanding of the given answer. The interview process is recorded by the voice recorder, with the aim that the data can be saved to be transcribed later. After the transcription produced, the researcher confirms it to the owners to ensure the compatibility with the statements.

F. Data Analysis

Data analysis is the important step of every research. According to Lodico et al. (2010:165), in all qualitative research, data analysis and interpretation are continuous throughout the study, so that insights gained in initial data analysis can guide future data collection.

In this study, the researcher analyzed the data in the form of descriptive analysis According to Miles and Huberman (1994:10), analysis

can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification.

In this research, the researcher use Miles and Huberman's theory in analyzing the data, so there are three steps to do, they are:

1. Data Reduction

Data reduction become the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. The researcher selected only important data from the questionnaire and the interview that not necessary and did not had relation with the research.

2. Data Display

Miles and Huberman (1984) state that by looking at display, it helps us to understand what is happening and to do something-further analysis or caution on that understanding. In the qualitative research, the data can be displayed in the form of table, graphic, phi chard, pictogram and other equivalent of them. By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented.

In displaying the data that had been collected by gave the questionnaire to students, the researcher used chart to present the result of the data that gained from the questionnaire then the researcher interpreted it into a description.

3. Conclusion Drawing

After finished doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles (1994), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. After displaying the data in the charts and the data from interview with the interpretation of it in a descriptive text. Furthermore, the researcher can conclude the conclusion in order to state the result of study to answer the research question.

a. Questionnaire

The questionnaire was distributed to students on April, 16th 2020 through google form. The questionnaire included 21 statements with five likert scale options.

Table 3.1 Score of questionnaire options

Category Of Answer	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Score	5	4	3	2	1

The analysis of data for the questionnaire was divided into five aspects as the following :

1. Definition of language learning number 1 - 4
2. Grammatical competence number 5 - 10
3. Sociolinguistic competence number 11 - 14

4. Discourse competence number 15 - 18
5. Strategic competence number 19 - 21

To identify students' perception toward communicative competence in English as foreign language classroom regarding the statements from the questionnaire, this research required classifications of the questionnaire as described as follows:

Table 3.2 Rating Scale

Score	Category
0% - 19.99%	Strongly disagree
20% - 39.99%	disagree
40% - 59.99%	Neutral
60% - 79.99%	Agree
80% - 100%	Strongly agree

(Sudjana, 1984)

b. Interview

The interview for the English teacher was conducted on April, 21st 2020 at the school. The data from the interview were analyzed descriptively determining teacher's perception toward communicative competence in English as foreign language.