

CHAPTER III

RESEARCH METHOD

A. Research Design

The purposes of this study were to analyze how many types of communication strategies used by the students in EFL Speaking II class and to find out the differences between male and female's speaking style in EFL Speaking II class. At this stage in the research, the communication strategies and speaking style would be generally defined as the way student between male and female spoke and overcame their difficulties in English language learning.

Research method that would be used in this research was qualitative. Qualitative research was a mean for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures. Data typically would be collected in the participant's setting (Creswell, 2009, p. 4). The strategy was descriptive study to describe, analyze, and interpret types of communication strategies used by the students and the differences between male and female's speaking style in EFL Speaking II class. The data was conducted by documentary and interview (open-ended question). The researcher would analyze the data based on the result of students' performance and students' answers.

B. Research Setting

The researcher took the place in Speaking II class of English Education Department Academic Year 2020 of Antasari State Islamic University Banjarmasin. It was located on A. Yani Street KM. 4.5 Banjarmasin, South Kalimantan.

Several reasons the researcher chose Speaking II class of English Education Department of UIN Antasari Banjarmasin were 1) Due to the time, Speaking II class would be on the third semester from September to December 2021, because of this, the researcher would do research as soon as possible, 2) Based on previous studies about communication strategies used by EFL students in improving speaking skill in Speaking class. Therefore, the researcher would continue the study on Speaking class to differentiate the speaking style between male and female students, 3) According to the students' gender, every student was different based on speaking style that they had and how they overcome the communication problems. Because of that problem, the researcher would dig more every student's communication strategies and speaking style in Speaking class, 4) Due to pandemic, the class would be conducted in online class based on website or application that students and lecture used, so it would be accessible to join the class.

The research was begun at the beginning of September and ended at the beginning of November in 2021, lasting two months to collect the data.

C. Participants

The participants of the present study were male and female students. Both of them were a third semester students in Speaking II class 2021 of English Education Department Academic Year 2020 of Antasari State Islamic University Banjarmasin. At the third semester of English Department, there were 80 students within three classes (class A, B, and C). There are no hard-and-fast numbers that represent the correct number of participants in a qualitative study. Qualitative studied can be carried out with a single participant (Airasian, et al., 2012, p. 145). The participants were amount 8 students, contained 4 male students and 4 female students. The participants relied on the researcher when selected the participants purposively. The reason was the researcher did not randomly select units, but focused on particular characteristic of population that were investigated. In this study, the characteristics were 1) the students lived in good neighborhood in order to get good internet access so that the interview and test would be delivered well, 2) the class contained of male and female students, 3) the students had intermediate level of English in which they could speak English as well as using tenses and added Grammar to their conversation, even though there was still grammatical error.

D. Data

In this study, the data was the communication strategies used by the students to practice the speaking's material and their speaking style. This data was from the assignments from the students in the Speaking II class.

The data was conducted by documentary of their voice recording task and interview using open-ended questions, such as “What do you focus on/emphasize when speaking? Why?”. For documentary, there were 21 items to be observed based on Dornyei & Scott (1997, pp. 188-193), meanwhile for interview there were 3 questions for the first section and 10 open-ended questions for the second section to be answered by students.

E. Technique of Data Collection

In this research, the data was collected through:

1. Documentary

The researcher chose documentary technique as the first step to get information about communication strategies that was applied by the students in Speaking II class by giving checklist to the students' assignment one by one, such as voice recording task.

The documentary sheet was made in February 2021. The researcher chose students' assignment about Procedure Text to be checked.

2. Interview

The next technic in collecting the data used by the researcher was interview, the aim was to obtain detailed information on a specific topic to make sure their communication strategies and speaking style. The type was structured interview using 13 open-ended questions that was divided into two sections and getting answers verbally with the students. In conducting interview, the researcher used the interview guidelines such as asking the certain topics. The interview section was done by one-on-

one interview by personal chat with the students using voice note. Based on Dornyei and Scott, the interview consisted of the following.

- a. Topic description: Students were given a topic about the importance of grammar in spoken English
- b. Cartoon description: Students were asked to describe the content of a cartoon consisting of three pictures.
- c. Definition formulation: Students were given a word about ‘speaking style’

Several reason the researcher chose interview were 1) it allowed the researcher to obtain more information in a short period of time, 2) it took relatively little time to be completed, and 3) it allowed the researcher to objectively compare the results across proficiency level.

F. Data Analysis

After collecting the data, the researcher took the next step, it was analyzing the data. The data was analyzed according to communication strategies by Dornyei and Scott (1997, pp. 188-193) and speaking style by Eunson (2020, pp. 7.12-7.14).

Based on Creswell (2009, pp. 185-190), there were six steps in analyzing the data in qualitative method, as follow:

1. Organize and Prepare the Data for Analysis

Interview transcripts were needed for this optically scanning the subject, typing up field notes, or sorting and arranging the data into different types depending on the sources of information.

2. Read Through All the Data

A first step was to getting a general understanding of the information and considering its overall significance. Start writing notes in margins or recording general thoughts about the data at this stage.

3. Begin Detailed Analysis with a Coding Process

It involved taking text or image data collected during data collection, segmenting sentences (or paragraphs) or photos into categories, and labeling those categories with a term, frequently based on the participant's actual language (called an *in vivo* term).

4. Use the Coding Process to Generate a Description of the Setting or People

A detailed rendering of information about people, places, or events in a setting was required for description. The coding was then used to create a small number of topics or categories, perhaps five to seven for a research study.

5. Advance How the Description and Themes Will be Represented in the Qualitative Narrative

The most common approach was to use a narrative piece to convey the study's findings. This could be a chronological discussion, a detailed discussion of various themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations), or a discussion with interconnected themes.

6. Involves Making an Interpretation or Meaning of the Data.

This is the researcher's personal interpretation, based on the inquirer's understanding of the study from their own performances and experiences. This definition was also developed from a comparison of the findings with data or theories found in the literature.