

CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the approach, there are two different types of research design; qualitative and quantitative. Thus, in this research, the researcher used descriptive qualitative research. Mack, et. al (2011, p. 46) stated that “qualitative methods have become important tools within this broader approach to applied research, in large part because they provide valuable insights into the local perspectives of study populations.” States by Ary, et. al (2010, p. 116) qualitative research seeks to interpret human action, institution, events, customs, and construct a portrayal of what is being studied. The main goal of this type of inquiry is to portray the complex pattern of what is being studied in sufficient depth and detail so that someone who has not experienced it can understand it. Arikunto (2002, p. 53) explained descriptive studies as a research designed to obtain the current status of phenomena and are directed toward determining the nature of situation as it exist at the time of study.

Therefore, this research used descriptive qualitative approach since the purpose of the research was to describe the communication Strategy used by students with different communication apprehension levels at English Education Department of UIN Antasari Banjarmasin. This research done in

three stages. First, the subjects divided into high and low communication apprehension levels by filled out the PRCA-24 (Personal Report of Communication Apprehension) forms (the forms is originated from Tiono and Silvia's study). Second, the researcher done class observations to get research data as natural as possible . During the class observation the presence of the researcher was as a nonparticipant observer. The researcher observed the students' performance in doing conversation with the lecturer and other students and did not interact directly with the subjects of the research. The subjects of the research knew that the presence of the researcher in their English class was to conducting a research. And last, the researcher analyzed the data she got from the observation . The results of class observations used as the main data in analyzing this research.

B. Research Setting

This research conducted at English Education Department of UIN Antasari Banjarmasin and, the researcher chosen the Speaking III Class as the class observation because in this level students leant about group discussion, public speaking and other oral-related activities which is needed and the focus of this research. The University is located on A.Yani Street km.4,5, Kebun Bunga, East Banjarmasin, Banjarmasin City. To collect all the data briefly and accurately, the research carried out on February until April 2019 started from 15 February – 04 April 2019)

C. Subject and Object of the Research

1. Subject

The total population of this study was 159 students from 5 class (A= 33, B= 34 , C=33, D= 34, and E= 25). From the theory about sampling by Sugino, in doing random sampling the researcher was needed to take 10-25% of the population if they are up to 100. Because the researcher used random sampling, the considerations in choosing the sample was fourth semester students of English Department who studied Speaking III and the result of PRCA-24 questionnaire (to divided students into Low and High level of communication apprehension). Therefore, the total subject of this research was 32 students or 20% of the population.

2. Object

The object of this research was the communication strategies used by students of English Education Department of UIN Antasari Banjarmasin academic year 2017/2018 in Speaking class III who are studied Speaking III with different communication apprehension levels at English Education Department of UIN Antasari Banjarmasin.

D. Research Instrument

This research used PRCA-24 questionnaire to get the data of students communication apprehension levels and class Observation to get the data of students' communication strategies as natural as possible.

E. Data Collection Procedure

The researcher will apply three techniques in undertaking data collection procedure.

1. PRCA-24 (Personal Report of Communication Apprehension) forms

The researcher gave PRCA-24 (Personal Report of Communication Apprehension) forms by Zoltan Dornyei (1995) as a tool to measure the subjects' level of communication apprehension.

SCORING System: Compute sub scores for four communication contexts—group discussions, meetings, interpersonal conversations, and public speaking— and an overall communication apprehension (CA) score. Strongly agree=1 point, agree=2 points, undecided=3 points, etc.

Table 1 PRCA-24 Scoring	
Sub scores	Scoring formula
Group discussion	18+scores for items 2, 4, and 6;—scores for items 1, 3, and 5
Meetings	18+scores for items 8, 9, and 12; – scores for items 7, 10, and 11
Interpersonal conversations	18+scores for items 14, 16, and 17;— scores for items 13, 15, and 18
Public speaking	19, 21, and 23; – scores for items 20, 22, and 24

Scores on the four contexts (groups, meetings, interpersonal conversations, and public speaking) can range from a low of 6 to a high of 30. Any score above 18 indicates some degree of apprehension.

To determine the overall CA score, add together all four sub scores. the score should range between 24 and 120. If your score is below 24 or above 120, there must be a mistake in computing the score.

>Scores between **83 and 120** indicate a high level of communication apprehension.

>Scores between **55 and 83** indicate a moderate level of communication apprehension.

>Scores between **24 and 55** indicate a low level of communication apprehension.

2. Class Observation

The researcher conducted class observations as a nonparticipant observer using observation sheet . While doing the observation, the researcher recorded the entire learning process in the form of video recording to ensure that there was no activities in the class that were missed by the researcher during the observation process. This observation was aims to get students communication strategy as natural as possible therefore the researcher did not give any test to the subjects.

F. Data Analysis

There are 4 stages of qualitative data analysis done in this research; data classification, data reduction, data display, and drawing conclusion or interpretation.

1. Data Classification

, The researcher classified the students into 2 level of communication apprehension levels; Low and High after she got the result of PRCA-24 questionnaire. This stage helped the researcher in doing the next step; reducing the collected data of the class observation.

2. Data Reduction

After the researcher already got the Low and High level of communication apprehension students, the researcher focused to collected the data of communication strategies used by those two level students. During the class observation, the researcher needed to choose the needed data by selecting the important information. In this research, the selected information was the data of communication strategies produced by students from the result of class observation.

2. Data Display

After reducing the data, the researcher displayed the data which identify the types of Communication Strategies in the form of table and essay describing types of communication strategies based on the high and low communication apprehension levels of the subjects.

3. Drawing Conclusion or Interpretation

The last stage of data analysis was drawing conclusion or interpretation. In this stage, the researcher synthesized all the data and made the reasonable conclusion based on the result of the research.