

CHAPTER III

RESEARCH METHOD

A. Research Design

The type of method in this study is the mixed method. That is a blend of quantitative and qualitative approaches. The design is the explanatory sequential design. (Creswell and Clark, 2011; Johnson and Onwuegbuzie, 2004) mentioned that the Mixed method is the cornerstone of research within social science, which is experienced in everyday life.

When a researcher wanted to conduct a mixed methods research, the research entailed gathering information in response to study questions or hypotheses using qualitative (open-ended) and quantitative (closed-ended) methods. Furthermore, it incorporated both types of data analysis. In other words, by merging, linking, or embedding the data, the two data types are combined in the design analysis. These procedures are included in different mixed methods design that specifies when data will be collected (concurrently or sequentially) and whether each database will receive equal or uneven focus (Creswell, 2014).

Creswell et al., 2003 highlighted that the explanatory design is about quantitative results would be significantly explained by qualitative data (Bowen et al., 2017). Explanatory sequential mixed methods research entails conducting quantitative research, analyzing the results, and then

expanding on the findings to provide a more comprehensive qualitative analysis. The qualitative data is considered explanatory because it further explains the initial quantitative results. Because the qualitative phase follows the initial quantitative phase, it is viewed as sequential. As a result, quantitative research is the first step in the project. This design style is typical in industries that strongly emphasize quantitative approaches (Creswell, 2014).

Hence, the researcher used a mixed method with an explanatory sequential design in this study because both quantitative and qualitative studies are inseparable. In quantitative, the researcher used Questionnaires, and in Qualitative, the researcher did interviews as the instrument.

B. Research Setting

This study was conducted at UIN Antasari Banjarmasin. It is located at kilometers 4, 5 of A. Yani Street in Banjarmasin, South Kalimantan. The researcher selects UIN Antasari Banjarmasin since all of the participants in the teaching practice II program are from that institution.

C. Population and Sample

In this study, the researcher has chosen pre-service English teachers at UIN Antasari Banjarmasin as the subject, the sampling technique is purposive sampling. The definition of purposive sampling is a collection of distinct non-probability sampling techniques. Purposive sampling relies on

the researcher's discretion when selecting the units (e.g., individuals, cases/organizations, events, data points) to be examined (Rai and Thapa, 2015).

The population of this study is pre-service English teachers for even semesters in UIN Antasari Banjarmasin. The total population is 105 People in all the class (A, B, C, and D). Based on the study, the criteria is Pre-Service English teachers that will do the teaching practice II. However, this study takes 20 people from each class as the representative. In other words, the researcher needs 80 pre-service English teachers to be the sample for filling the questionnaire. After that, the result of the questionnaire is analyzed. Then, 20% of the sample or 20 pre-service English teachers are taken to participated in the interview session. The researcher took 5 pre-service English teachers from each class.

Due to the correlation between the motivational orientation and speaking skills of pre-service English teachers, the researcher selects pre-service English teachers as the study's participants. The researcher has faith in that they are occasionally under pressure to be effective English teachers for their students. They are speaking English while teaching is one of the techniques to become a real English teacher. Due to the pressure, however, the motivation to speak English fluently in front of students should have by Pre-service English teachers.

D. Data

Pre-service English teachers' motivational orientation in practicing speaking skills is explained and described in this study data. The study uses data from pre-service English teachers regarding teaching practice and some related documents and actions.

E. The Technique of Data Collection

The researcher collects data using questionnaires and interviews.

1. Questionnaire

The researcher collects data on speaking motivational orientation using a questionnaire in this study. The researcher uses the Speaking Motivational Scale adapted from Ali Dincer (2011) in this questionnaire. This questionnaire uses 5 points Likert scale ranging from 'Strongly Disagree' to 'Strongly Agree.' And include 31 main statements.

Previously, Dincer (2011) had conducted a pilot study to measure the alpha reliabilities of the scale before distributing the review to students. This pilot study was intended to 20 preparatory and 20 first grade EFL university students. Based on the result of the pilot study, it is known that Cronbach Alphas in the reliability analysis of the scale were 0.85 which indicates this questionnaire is reliable (Dincer, 2011).

2. Interview

In this study, the interview consists of questions designed to learn more about "Exploring Pre-Service English Teachers' Motivational Orientation in Practicing Speaking Skills" to ensure the questionnaire results. After completing the questionnaire, all participants are interviewed in the interview section through Zoom meeting. The participants answer 3 category questions adapted from the theory of Dinçer and Yeşilyurt (2013).

F. Data Analysis

The researcher analyzes the data after it has been collected. Data analysis is a process of taking significant information to solve a research problem (Ashirwadam, 2014). Miles and Huberman (2014) mentioned that data analysis consists of three stages which are selecting, data condensation and transformation, and Drawing and verifying conclusions.

1. Selecting

Selecting includes choosing the basic things, focusing on primary things, shortening, and deciding on the data structures. Initially, the researcher collected data on Pre-Service English Teachers from the English department at UIN Antasari Banjarmasin. The researcher then copies the data and chooses participants of Pre-Service English Teachers.

2. Data Condensation and Transformation

In data condensation and transformation, Pre-Service English teachers fill the questionnaire with a 5-point Linkert scale, 1- strongly disagree, 2- disagree, 3- Moderately agree, 4- agree, and 5- strongly agree. After that, the researcher analyzes the result of the questionnaire. Then, the researcher collects the second data that begins with establishing questions. The questions related to the result of the questionnaire for the interview. The analysis of the interview is to strengthen the result of the questionnaire. The data is in the form of transcription.

3. Drawing and Verifying Conclusions

The next step is drawing and verifying conclusions after data condensation and transformation. The researcher writes the analysis results in the motivational orientation of pre-service English teachers in practicing speaking skills. Furthermore, the researcher describes and divides motivational orientation in Speaking English of Pre-Service English Teachers.

The following table 3.1 showed the more detailed research instruments matrix along with the data needed in this explanatory sequential mixed methods research. It contained research questions, data collection techniques, research instruments, research participants, investigated data, specific research design, and data analysis techniques.

Table 3.1 The Matrix of the Research Instruments and Data Analysis Techniques

No of RQ	Data Collection Technique	Instrument	Participants	Investigated Data	Design	Data Analysis Technique
1	Questionnaire	Questionnaire sheet	Pre-service English Teachers	Speaking Motivational Orientation of pre-service English Teachers	Quantitative	• Descriptive statistics
2	Interview, documentation	Interview Guideline, Field notes	Pre-service English Teachers	The pre-service English Teachers' experiences in practicing speaking skills	Qualitative	• Interactive model of data analysis