

CHAPTER III

RESEARCH METHOD

This chapter presents research method used by the researcher in this study, including research design, data preparations (participants, sources of data, and inform consent), data collecting techniques, data analysis, and trustworthiness of the research.

3.1 Research Design

This research is designed to find out to what extent information gap activities as implemented at Englishopedia and how students' perception towards the implementation of information gap activities. Design of this study is qualitative study, specifically is observational study, that the researcher has a class to observe as researcher formulated and suitable to be recorded (Altmann, 1974). The main objective of this research is to investigate to what extend information gap implementation at Englishopedia and students' objective towards learning speaking at Englishopedia. This research produced descriptive result to analyze to what extend information gap implemented at Englishopedia and what are students' objectives in learning speaking at Englishopedia.

3.2 Data Preparation

There are several aspects in data preparation that researcher needs to do during the research. Those aspects are research setting and participant of the research, types of data, sources of data, and informed consent.

3.2.1 Research Setting and Participant

The setting of this research is at Englishopedia. Englishopedia established in Yogyakarta and the students were mostly college students all sorts of universities in Yogyakarta. Englishopedia conducted two meetings in a week; Monday and Thursday. There was also a special class, where the students allow following a trial freely on Tuesday. Besides speaking skill, this course provides TOEFL program, for preparing the TOEFL examination.

Participants of this research are chosen by the researcher to contribute in this research. There were three participants, which are two students and the teacher. The participants have conducted English course at Englishopedia. There were two participants which are college students. The first student is actively speaking English and had taken course more than a month. Another student was a new member who had taken the course less than a month and could not speak English fluently (tend to be receiver during the class).

There were some English courses in Yogyakarta that focus on language development but the researcher has chosen Englishopedia. Researcher had considered that Englishopedia suitable with the information gap activity, which were the implementation of transfer information and close the gap.

3.2.2 Sources of Data

Data source is a source which data is taken from. The data of this research obtained from several sources and techniques. Select the people that could offer the best source would help to extend the research and give more individual voices who may not be heard according to Creswell (2012).

The participant of this research included the teacher and two students of Englishopedia. One student who has taken the course more than a month and actively speaking English during the class, and another student who has taken the course less than a month and rarely speak in the class. By taking participants from different criteria, the researcher expected it would give rich data to this research. The criterion of the active students is joined the course more than a month, because the English course schedule in Englishopedia is once a week, thus if the students are active, they attend four meeting in a month. Another criterion is less active students and joined Englishopedia less than a month. The active student expected to give rich data of description and what are students' objective in learning speaking at

Englishopedia where they attended. Another student who less active in the class is expected to extend the experience related how they improved in speaking English and also their objective in learning speaking at Englishopedia.

Another data was obtained through observation. The researcher observed the learning process at Englishopedia for three meetings and initial interview. Based on the initial interview, the students are mostly college students from some universities in Yogyakarta and the teacher itself. The teacher is expected to give rich data related Englishpoedia and the process of improving speaking skill through information gap activities. Besides, some documents are involved in this research as one of the data source.

3.2.3 Informed Consent

After dealing with setting, participant and source of data, the next process is informed consent as one of sensitive issue. It would be helpful for the researcher to seek and obtain permission from the individuals at many levels related to the in-depth interview with the participants (Creswell, 2012). Since the researcher as an Islamic University of Indonesia student, the researcher has conducted the observation without formal permission letter, but there was any ethical communication, such as permission and approval to do observation by text to gain

the data by obtaining the permission (Creswell, 2012). However, consent letter with the interviewees of research is still has to be addressed by researcher.

3.3 Research Instruments

Research instrument is the core component to collect the data. It was used as researcher's guidance while conducting data and without it the data is impossible to be collected. In this research, the research instruments that used by the researcher were observation and interview.

3.3.1 Observation Tool

In this study, the researcher conducted more than one observation. The researcher divided the observation into three parts. Those are types of speaking, the characteristics of information gap activities and the advantages of information gap activities.

For the speaking types, according to Brown (2004) some points included in this research are responsive, intensive and interactive. Another part is the character of information gap activities. The researcher observed the students' behavior while the teacher conducted information gap in the class activities. Prabhu (1987) and Hasibuan (2012) stated there were seven components included the character of

information gap activities; *information selection, expressing opinion, obtained observation transfer knowledge, and pair work.*

The last component included that listed in the table observation is the advantage of information gap activities. The researcher based on Sons' (2009) statement, listed three points that included in advantages of information gap activities. Those three points included *more communication, motivation is high, and build students' confidence.* The table made by the researcher as formulated in the previous chapter as the guidance during conducting the data during observation besides the observation tables are presented below.

Table 3.1 *Observation Tool; Speaking Types*

No.	Observation	Speaking Types		
		Responsive	Intensive	Interactive

Table 3.2 *Observation Tool; Characteristics of Information Gap Activities*

No.	Observation	The Characteristics of Information Gap Activities				
		TK	PW	OI	EO	IS

The table above, contains seven components related the characteristics of information gap that occurred in the class. According to the Prabhu (1987) and

Hasibuan (2012), the components included *transfer knowledge* (TK), *pair works* (PW), *obtained information* (OI), *expressing opinion* (EO) and *information selection* (IS).

Table 3.3 *Observation Tool; The advantage of Information Gap Activities*

No.	Observation	MC	BSC	MCH

The table above, contains three components related the advantages of information gap that occurred in the class. According to the Son (2009), the components included *more communication* (MC), *build students' confidence* (BSC) and *motivation can be high* (MCH).

3.3.2 Interview Questions

Creswell (2012) stated interview questions means to gather the data based on the professional perspective and to confirm the situation that have observed by the researcher. Interview question is really important as an instrument to do interview session with the participant. The recorded interview session will be transcribed as subsequent phase.

In this research, the interview questions is designed that focus on several aspects. Based on the constructs in the previous chapter, the researcher divided the subject into two subjects. There were some questions that directed to be answered

by the teacher and other questions for the students. Interview questions guided the researcher to collect the data from participant. Besides, it helped to elaborate the collected data from observation by conformability. The typical of interview questions that used in this research is open-ended question. As a consequence, the follow-up questions during interview were potentially occurred.

As stated above, the interview question that implied in this study required to collect the data based on the professional and individual perspective. The questions is directed to two subjects that perceived have different focus related to the research. As subsequent phase, the gathered data will be distinguished based on several categorizations as formulated in the previous chapter.

3.4 Data Collection Technique

Collecting data according to Creswell (2012) means identifying and selecting the participant, obtaining the permission and gaining the data by interviewing and observing the participant. In qualitative study, researcher needs several techniques to collect the data. Those several techniques according to Creswell (2012) are observations, interview or questionnaire, documents, and audiovisual materials. In this research, researcher uses three techniques; observations, interview and documents.

3.4.1 Observations

Observation is a process to obtain the authentic data and observed the place directly. Researcher has the opportunity to record, learn the actual behavior and note any information occurs in the setting place (Creswell, 2012). In this research, the researcher uses observation as one of the data collection technique. The researcher observes the learning process and analyzed if there is an information gap activity occurred during learning process. The observation has been done in three meetings and the researcher recorded the observation through video. The table below is presented the details of observation.

Table 3.4 Observation List

No.	Observation	Date & Time	Students		
			Female	Male	Total
1.	1 st observation	August 2 nd 2018 4pm – 6pm	5	1	6
2.	2 nd observation	August 16th 2018 7pm – 9pm	2	9	11
3.	3 rd observation	September 6th 2018 7pm – 9pm	2	14	16

In the third observation, there are attended by 16 students; 14 males and 2 females. Unfortunately, due to the lights out learning process run ineffectively. The teacher skipped the pronunciation session and move to speaking session. At the end of the class, the teacher invited two native speakers to be interacted with the

students. The researcher observes the speaking learning process and kinds of activity that the teacher used to learn speaking at Englishopedia in Yogyakarta. In this research, the learning process and the class activities will be recorded for the observational records.

3.4.2 Interview

In qualitative study, interview session is researcher asks one or more participants related to the research questions and record the answer (Creswell, 2012). After that, researcher transcribes the recording data to be analyzed at data analysis phase (Creswell, 2012). Interview is one of the most important for collecting the research data. The researcher has done the initial interview with the teacher of Englishopedia. Based on the initial interview, researcher noted some points related to the background of the research. In this research, the participant involves the teacher and two students; one students who an active speaker and another is less active speaker. This combination of the students is expected to extent the data related to the information gap activities in learning speaking.

The first interview was on Tuesday, August 14th 2018 at KFC. For the first interview, the respondent was a student (male) who participates actively during class. The second interview was done on 16th August 2018 at Englishopedia. The respondents are the student (female) and the teacher.

3.4.3 Documentation

Documentation is really important to support this research as source data. Documents including some types of data, it could be audio records, photos, video and observation note. Documents provide rich and thoughtful data that help the researcher to analyze (Creswell, 2012). In this research, the documents included photos, videos during observations, and documents contained list of vocabularies, grammar exercise as material development and observation note.

3.5 Data Analysis

Generally, qualitative yields data analysis as an essential subsequent phase after collecting data. In qualitative study, data analyses involved the break-up and break-down the data (Sandelowski, 1995). Researcher used analysis technique by thematic analysis as possible to analyze the data in new way. By applying thematic analysis, it simplifies the researcher to organize the data and analyzing chiefly in qualitative study (Attride-Stirling, 2001). The researcher prepared the data and distinguished it based on types of data; observation and interview. Miles & Huberman(1984) listed three subsequent steps that included in data analysis, which are data reduction, data display and drawing conclusion. Meanwhile Creswell (2012) stated that the researcher needs to reads through as the first step in data analysis.

3.5.1 Data Reduction

Data reduction is the process of selecting, simplifying and categorizing the collected data (Miles & Huberman, 1984). In this research, the researcher gained data through observation, interview and collected archived documents. The researcher read all the collected data and then started to select it based on the themes as formulated in analytical construct in the foregoing chapter. The initial stage of data reduction, the researcher transcribed the data from observation and interview. Due to the complexities of participants response, to make the data more manageable the researcher highlighted the important statement from participants with bolded and underlined words. It aimed to simplify the researcher to separate it into several themes. During this stage, the researcher elicited meanings and insights from the participants related to speaking types, characteristics and advantages of information gap activities.

3.5.2 Data Display

In this step, the assembled data will be arranged and organized by researcher. As cited in Miles & Huberman (1984), Knalf and Howard (1984) stated in qualitative study, the data would be displayed in the form of narrative text and excerpt from the data results. In this research, the assembled data is presented in the form of tables, figures and supported by the excerpt of the result data. By presenting

the visual and imaginative display, it allows the reader to see the data and the relationship of all the data (Sandelowski, 1995). The researcher aimed that display data would help the readers to understand the data easier.

3.5.3 Drawing Conclusion

The data analysis in this research is conducted step by step. All stages of data analysis are incomplete if the researcher passes this one, which is drawing conclusion. Drawing conclusion was verified as data analysis proceeded (Miles & Huberman, 1984). The researcher prepared the conclusion by following the data reduction and data display. The conclusion will be occurred after all the data result is tested.

3.6 Trustworthiness

To ensure the reliability and validity in qualitative research, examination of trustworthiness is crucial (Golafshani, 2003). In this research, the researcher established trustworthiness by adding four sub-chapters which are credibility, transferability, dependability and the last conformability.

3.6.1 Credibility

For qualitative study, the point that highlighted by Appleton(1995)is qualitative method often criticized of failing in addressing issues in their studies. In response toward Appleton's (1995)statement above, the essential step is recognizing the different concepts and perspective in addressing their thoughts related to the study. It is considered credible by presenting the description or perception of human experiences (Thomas & Magilvy, 2011). In this research, three participants involved to be interviewed related to the issue of this research. Achievement of credibility be occurs by checking the whole data (Thomas & Magilvy, 2011). Hence, the researcher tested the data by triangulation, because the most important in qualitative study is its quality. The researcher recognized to ensure the data, qualifying check the data is needed for this research. As cited in Golafshani (2003), Creswell & Miller (2000)stated that triangulation is defined as another way of validity procedure by convergence among the data sources to categorize into specific themes. Therefore, the researcher ensured the data by convergence all sources of the data

3.6.2 Transferability

Transferability refers to the ability to extend the research findings to be applicable in another context (Thomas & Magilvy, 2011). Since the research finding

is specific in small group, it would be hard to imply in another context. Otherwise, the findings in this research would be implied in terms of information gap activity as implemented for interactive speaking.

3.6.3 Dependability

Dependability relates to the consistency of the data findings.(Thomas & Magilvy(2011) suggested some stages to established dependability, which are (a) peers that participated in analysis process (b) providing detailed description of research methods (c) conducting step-by-step to enhance the originality of research findings. the researcher described the how the data gathered, analysis process and interpretation. Another way to establish the dependability is by discussing about the interpretation and presented the research findings.

3.6.4 Conformability

Conceptually, conformability is similar to the objectivity in terms of quantitative research. In the qualitative research, maintaining sense of awareness and openness is needed for unfolding result (Thomas & Magilvy, 2011). In short, qualitative research must be reflective. Conformability focuses on the intention investigators and interpretations. Conformability is established by regarding the

determination of credibility, transferability and dependability. The researcher re-analyzed the data by involving the expertise as to assist in evaluating research findings and discussion. John (2009) as cited in Thomas & Magilvy (2011) stated that like reflective practice, reflective research may produce new insights for developing conformability of the research.