

## **CHAPTER III**

### **METHODOLOGY**

This chapter discussed about the method used to do this research. It presented the research design, research subject, instrument, data collection and data analysis are applied in this research.

#### **3.1 Research Design**

This study used descriptive qualitative design. Descriptive design are looking at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various fields of inquiry (Cohen et.al, 2007). The researcher used descriptive qualitative because the researcher explored and described the Communication Strategies for Students from Thailand in Attending English Learning at University of Muhammadiyah Gresik.

#### **3.2 Research Subject**

The subject in this research is students from Thailand in attending English learning class at University of Muhammadiyah Gresik. There are five students from second semester who from Thailand: student A from Elementary School Teacher Education Program, Student B, Student C, Student D from English Education Program, and Student E from Islamic Education Program. They were chosen because they speak Thailand language and Malay language in daily conversation so, it leads researcher to attempt what kind of communication strategies that they use to communicate with local students in English language.

#### **3.3 Data Collection**

The data was collected through observations and interview. Step 1: The researcher makes an observation by joining the English lesson class, in three different program classes: English Education Program, Elementary School Teacher Education Program, and Islamic Education Program. Step 2: The researcher selecting the participants of the research. Step 3: The researcher is as non-participant observer in the class. The researcher visit the class, sitting from beginning to the end of the class and also take a note of everything Thailand student's said in English. The researcher will record the activities done by Thailand students. The observation will plan more than one meeting. If it has same condition or saturation but if there is a change pattern of teaching and learning process, it will be done. Step 4: The

researcher will confirm the result of observation by doing interview on the English teacher in order to get the depth information or data. The researcher interviewed the teachers for about 10-15 minutes to find out teacher's view about the communication strategy in the class. Step 5: After the preliminary data collection from both observation and interview, the data will be analysed

### **3.4 Research Instrument**

. Denzin and Lincoln (2005) stated that research instrument is the general term that researcher use for a measurement device (survey, test, questionnaire, etc). In qualitative research, the position of researcher is as the key of the instrument. It means that who become the instrument or tool of the research is the researcher itself. However, it is allowed if the researcher wants to develop supporting research instruments which are expected to help researcher in gathering the data. Those research instruments are used for collecting and analysing the data to find out the result of the study.

Below are the elaborations of each research instrument techniques:

#### **3.4.1 Observation**

Observation is the process to observe something that focuses on attention by using four senses. The researcher collected the data from Thailand student's observation in the class. The researcher observed the activity in the class from beginning until the end because most of the students didn't speak English outside the class they communicated with Indonesian or Malay language. The researcher also observed kinds of questions in the class by video recording. The researcher decides one recording for one Thailand student.

#### **3.4.2 Interview**

According to Griffiee (2012), interview is the meeting which is conducted face or one to one, the research which play the role as interviewer poses some questions for the interviewee in order to gain the data. Interview is used to gather on subjects, opinions, beliefs and feelings about the situation their own words. There are two kinds of interview, structured interview and semi-structured interview. Structured interview is available alternative answer while semi-structured interview is a type of interview in which the researcher prepares the guiding questions, the format of the questions will be open-ended question, and the interviewee is given a chance to elaborate their answer in investigative ways (Dornyei, 2007). In this research, the researcher used

interview to collect the data. The researcher interviewing the English teacher about communication strategy that the Thailand students use and the reasons of her strategy, especially the ways she used to cope with the non-responded questions. The researcher does the interview after the lesson finished.

### **3.5 Data Analysis**

Miles and Huberman (1994) divided the process of analysis the data into three phases there are data reduction, data display, and conclusion drawing / verification.

#### **3.5.1 Data Reduction**

Some of data that are not related with teacher's questions included as data reduction. For example: the teacher greeted the students in the class that are not related with five questions that are applied in this research like display question, referential question, comprehension question, confirmation question, and clarification question, also when the teachers gave instruction to ask the students to do the assignment.

#### **3.5.2 Data Display**

It is contrary with data reduction. In data display, some of data that are related with teachers' questions included as data display. For example in data display, the researcher took kinds of questions that used by teachers in the class and how the teachers used questions in English. It means when the teachers ask knowledge question at the beginning of lesson, it had function to remember the student about the material in previous meeting and also asked comprehension question after the explanation of the material in the class. So, the researcher can know how the teachers used each question in the class.

#### **3.5.3 Conclusion Drawing**

After the researcher collects the data, the researcher can draw a conclusion that she describes what kinds of questions that were asked by the teachers in the class and also describes how are the students' responses toward teacher's questioning behaviour in the class.

#### **3.5.4 The Data Analysis Procedure**

There were several steps that have been employed in order to analyse the data. There are:

- a. Collecting all data from observation (by means audio recording and field notes) and interview. During this step there is possibility of data reduction may appear.
- b. Transcribing and coding the data, all of recorded data either audio record from classroom interaction and interview are transcribed. The utterances of the teacher are given T code, whereas students' utterances are given S or Ss code. Categorization and coding of data that is a part of data reduction.
- c. Interpreting the data, in here the researcher identified teacher's view about questions and the reasons of her questioning behaviours, especially the ways she used to cope with the non-responded questions. The researcher also identified students' responses to several types of teachers' questions. This step include in data display because it explains central themes in the study.
- d. Concluding the finding and discussing the research finding, here the researcher presents some conclusions from the research finding which is related to the objective of the research. This step is the phase of conclusion drawing.