CHAPTER III

METHODOLOGY

This chapter presents the methods used in this research. They are consisting of the research design, setting, and context, participants, the procedures of the research, the instruments of the research, the data collection techniques, technique of the data analysis and triangulation of data. Each of the points will be explained as follows.

3.1 Research Design

This research uses qualitative research methods to analyze students' motivation in speaking through information gap task activities at one of high school in Kota Kendari for the second grade students. Luttrell (2005) states that qualitative research is learned through practice and a continuous dialogue with theory. As a result, methods, analytical approaches, and other techniques do not exist in a vacuum; rather, they are theoretically grounded and applied within particular theoretical frameworks with different results. From the notions above, the researcher then reports the findings and tries to discuss in descriptive ways. Thus, this belongs to descriptive qualitative.

3.2 Setting and Context

This research was conducted at one of high school in Kota Kendari. This school is located at the central of Kota Kendari. There are 11 classes. In this study, the researcher purposively chose the second grade class, especially MIA 2.

3.3 Participants

The participants of this study are second grade of MIA major, especially class XI MIA 2. The class contains 38 students with 17 males and 20 females. The researcher took all of the participants as the sample in this study. Based on the experience of English pre-service teachers taught in this school, the lack of students' motivation in learning English especially in English speaking. Therefore, to see how the development of students' motivation in speaking after using the information gap, the researcher conducted this research in the second class.

3.4 The Instrument of the Study

Based on the core of the research question, this research uses two instruments to examine the result: observation and reflection.

3.4.1   Observation

Observation is used to enrich the information needed. Hora and Ferrare (2013) found that classroom observation is a method of directly observing teaching practices as revealed in real time, with observers, analysts taking notes, and coding instructional behavior in the classroom or from video lessons. This instrument aims to observe students' experience to have the willingness to communicate through information gap task activities. Then, the researchers collected data by observing class situations and conditions when the action was taken and then recording the activities in the field notes.

Nhaca (2019) found that observation has an advantage for researchers to record actual behavior rather than get a report on preferences or intended behavior from the participants. In addition, researchers can also see the progress of students in each meeting where students can talk and have the desire to communicate in class with their friends.

3.4.2 Students Reflection

The researcher distributed reflection sheet that need to be completed by the participants in this study. Korthagen (2001) emphasized that reflection is the instrument by which experience is translated into dynamic knowledge. In addition, reflection is a cognitive process that can help students understand and learn from their learning experiences. The reflection is very important in education because it leads to deeper learning, helps create new relations between initial and acquired knowledge and makes the learning process more effective. It is because the

reflective is to helps students to link knowledge with practice and develops a sense of ethical management (Walshe & Driver 2019).

3.5 Technique of Data Collection

The technique of collecting data is the way to collect the information and facts to get the data of the research. Without knowing and mastering the techniques of data collection, the researcher will not get the data to fulfil the specified data standards. So, the techniques of collecting data in the research are observation field note, students' reflection sheet and questionnaire sheet.

3.5.1 Observation Sheet

Observation is a complex process, a process that consists of various biological processes and psychological processes. In this data collection technique, the researcher went to the rescard field. However, before the researcher did the observation, the researcher discussed and asked permission with the teacher, came to class, and used observation to collect data related to the research objective. This observation was conducted from the first meeting to the last meeting.

In addition, this observation was held directly by the researcher during the learning process. The procedure of the observations are: (1) the researcher prepared materials for making observation such as paper, pens and observation sheets, (2) the researcher joined the class and observe student activities, (3) the researcher

wrote the direct observation using field notes. This method is used to get information about the extent of student motivation to talk through information gaps.

Table 3.1 *The Blueprint of Observation Sheet*

No	Aspect	Number of Statement
1	Attention	11, 9,2,3,4
2	Confidence	7,8, 5, 6
3	Satisfaction	1,10

Source : Adapted from Nurmala Sari, Widha Sunarno, and Sarwanto (2018)

3.5.2 Students Reflection Sheet

Previously, reflection was a form of mental process such as a form of thought that the researcher could use to fulfil a goal or to achieve some anticipated outcome or the researcher might just 'be reflective' and then an outcome could be unexpected (Moon, 2006). In this study, reflection sheet was distributed to all students at the end of learning. Reflection questions consisted of 5 questions related to students' learning motivation using the information gap method.

Next, the researcher asked for help from the English teacher to share the reflection and explain to the students what the reflection is about what and how to answer the questions. After that, students submitted the reflections to the researchers in form of handwritten notes on paper.

3.6 Technique of Data Analysis

Data analysis was carried out by looking at the data that has been collected and coding. Data collection was done by sorting out the answers according to the

needs of the researcher. In analyzing the data, the steps proposed by Creswell and Poth (2017) were: (1) collecting data, (2) preparing data for analysis, (3) reading data, (4) coding data, (5) coding text for themes and descriptions used in research.

Charmaz (2006) proved that when the editing completed, a conclusion presented systematically. Coding was not constitute the totality of data analysis; however, it is a method to organize the data to underlying messages portrayed by the data may become clearer to the researcher. The kind of coding data used the coding the text for themes and description to be use in the research paper. Coding is an interpretive activity and therefore it is possible that two researchers attributed two different codes to the same data (Linneberg & Korsgaard, 2019).