CHAPTER III

METHODOLOGY

This chapter presents the design of the study, settings, researches question, technique of data collection, and followed by the technique of data analysis.

3.1 Research Design

In this study used qualitative research. Bogan and Biklen (1992) describe the qualitative research as his superdinate concept, joining different research approaches with certain common characteristics as well. The purpose of qualitative research is to explain a phenomenon in depth through in-depth data.

There are many types of design research. This current study applied one of the types. It was observation. Wiersma (1995) stated that observation is the most widely used research type used to measure attitudes, opinions, or achievements. The observation method gathers data from a number of cases at a particular time. Hence, it requires careful analysis and interpretation of the data gathered. Survey typically uses interviews and questionnaires. Therefore, the researcher used both interviews and a questionnaire. As triangulation, the researchers also conducted observations in this research.

3.2 Participants and Context of the Study

This research conducted in the semester of the 2022 academic year majoring in English Education at one of the university in Southeast Sulawesi. The researcher choose the students by purposive sampling because the researcher reflected on his experience about reading and speaking skills.

The population of the research are the students of English department at one of the university in Sotheast Sulawesi. Following this further, the researcher chose the students in the four semester for the object of the research. The selection of six people uses purposive sampling because; often there are many restrictions that prevented researchers from taking samples randomly. So if researchers use random sampling, it will be difficult for researchers to retrieve data. By using purposive sampling, it is expected that the sample criteria obtained will be truly in accordance with the research to be carried out.

3.3 Instruments of the Study

Align with the research design, the researcher of this study used personal reflection as the instrument in collecting information about the researcher's reflective experience in reading and speaking skills. Personal reflection is the use of and evaluation of personal experiences and values to demonstrate analysis and interpretation of data in the context of the research focus. Personal reflection, effective tools to recall my memory about in reading and speaking and to get the most accurate data. Reflection is a process of exploring and examining ourselves, our perspectives, attributes, experiences and actions/interactions, it helps us gain insight and see how to move forward (Gillett, Hammond, and Martala, 2009). These instruments implicitly explain in reading and speaking as an EFL student that I have experienced, but it needs to be collected in an online drive and shorted according to the timeline.

3.4 Data Analysis

Helaludin and Wijaya (2019) explained that data analysis is an attempt to break down a problem or focus of study into parts so that the structure and order of the form of something decomposed appear clearly visible and easily digested or captured in meaning. Walidin (2015) explained how to process/analyze data, as follows:

Descriptive analysis, which is the data that has been obtained by the researcher is then translated into sentences by describing the actual situation.

1. Comparative analysis, which is the data translated by the researcher into sentences by comparing one data with other data that is related.

2. Predictive analysis, which is the data translated by the researcher into sentences to estimate what will happen in the future based on existing data.

3. Causal analysis, which is the data translated by the researcher into sentences to explain the causal relationship.

In this study the researcher use qualitative data analysis, Helaludin and Wijaya (2019) describe several stages/ techniques in analyzing data, as follows:

a. Data Reduction

In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex data. Because the data obtained in the field are still very complex, still rough, and not systematic, the researcher need to do an analysis by reducing the data. Data reduction means

making a summary, choosing a theme, making certain categories, and patterns so that it has meaning. Data reduction is a form of analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data will be selected and reduced so that only relevant data is used. Qualitative data obtained from the field is the result of interviews with all informants and the results are explained in the presentation data in chapter 4 for further analysis.

b. Data Display

Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, and others so that it is easily understood by the reader. Data that has been arranged systematically will make it easier for readers to understand the concepts, categories, and relationships and differences of each pattern or category.

c. Conclusion

The third step in the interactive model is decision making and verification. In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. But if the conclusions that have been drawn are supported by valid or consistent evidence, then the conclusions drawn are flexible. The conclusions of the results of the study must be able to provide answers to the formulated problems. In addition to providing answers to problem formulation, conclusions must also produce new findings in the field of science that did not yet exist. These findings can be in the form of a description of an object or phenomenon that was previously still

vague after examination becomes clearer, it can also be a hypothesis and even a

new theory.

Table 3.1 The example of the raw data that is collected from the personal
reflection.

No	Question	Reflection
1	What are the experiences during learning reading and speaking skill as an EFL Student?	*I was having a lot of difficulties because my vocabulary was very lacking so that when there was material that was given I always didn't understand the content, especially when it used verb 1, verb 2 and verb 3. This made me a little stressful because it's not only vocabulary but I also have difficulty in interpreting the verb in a sentence because every word when faced with a sentence must have a different meaning* *Not to mention my lack of interest in reading which makes my reading activities very boring for me to do, because when reading I feel sleepy and make my mind not focus on the books I read, in the end I keep reading but my focus is not on reading anymore but on things others, thus making me not understand what I read earlier* *In addition, my motivation was also lacking at that time because I was too focused on making money so a lot of time was wasted learning to read and the atmosphere of the room and environment did not support me to be able to read. Plus I prefer to watch and listen to reading so when I When reading a sentence, I have to repeat several times reading the sentence so that I can understand what the sentence itself means. When reading I prefer to read topics that are familiar to those that are not at all so when there is new reading that might be good for me in terms of vocabulary and other knowledge and when I see the topic is unfamiliar to me, I will not read it because it's not interesting to me, even though I haven't read the contents*

No	Question	Reflection
		Yes, I paid attention but because of my lack of vocabulary sometimes it made me not understand what the lecturer explained so that it made me sleepy and lazy to pay attention to it again, in the end my interest was less in learning reading. My motivation to learn reading was there, when I start to understand a little what is being explained and sometimes have to be repeated to be explained then I understand the essence of the explanation *Sometimes, if most of the explanations are in English, I feel lazy because I don't really know and understand what is being said. I like to imagine unclearly when the lesson is boring for me and pretend to read the material even though I don't understand the content at all, have to open the dictionary first and interpret the vocabulary that I don't know, it takes a lot of time and my mind because I see a lot his words alone made me sleepy and stressed. My friends also sometimes invite me to talk or ask unclear questions to me during class so I don't focus on paying attention to the lessons that are being explained. check it out* *For the difficulty in speaking, I have experienced many difficulties which greatly affected my speaking, which is my lack of confidence when I want to speak because my vocabulary is very minimal. The fear of speaking always arises in my mind, I am afraid to say the wrong thing, I am afraid that my friends will laugh at me -friends, even I am very worried about my pronunciation whether what I say is in accordance with the proper grammar or not. When I speak, I still stammer because I am nervous and afraid to say the wrong words, for example when I am asked a question, there I am confused and afraid because which answer should I say considering I am still lacking in vocabulary. When you start talking, you have to think about which words and sentences to start, even*

No	Question	Reflection
		though before you start speaking I write them down on a paper or book, but when I start practicing, I still can't
		Speaking in front of lecturers or dealing with lecturers often suddenly forget what sentence I want to say, nervousness, fear and worry are already integrated in my mind, for example at that time when I was facing the lecturer and the lecturer asked me immediately I forgot the meaning of the word government, there I asked the lecturer several times to repeat the question but still I forgot the word.
		Not all of them helped, first I tried to learn from watching youtube but sometimes the language used was very high, then I looked for shows with low language but the pronunciation is very difficult to pronounce. Running out of quota is also an obstacle, especially when I don't have money to buy quota, in the end a feeling of laziness arises not to look for shows on YouTube anymore.
		I also listen to songs to learn the pronunciation of words and vocabulary that I don't know but when I listen to the song I hear a lot of unfamiliar vocabulary. Listening to English Mp3 recordings in the let's learn English application, to improve pronunciation in speaking I am in English because English is written differently and the pronunciation is different, but I always find it difficult to pronounce vocabulary that is too long, for example the vocabulary "Inchoate", which until now I still find it difficult to pronounce.
		I use an application for speaking practice, namely English grammar. This application focuses more on how to use grammar in daily conversation, at first I was stressed opening this application because I was confused by the many word changes displayed, then I tried to learn again but in the end I I still have difficulty in using lapau words, verbs etc.

No	Question	Reflection
		Writing vocabulary over and over so that I can remember the vocabulary when I read or watch videos but this method is sometimes less effective because I have to write several times in my notebook before I remember it. I also paste vocabularies that I don't know around my room so that when I wake up in the morning or look for something around the room where I paste the vocabulary, I can review and practice speaking in front of a mirror. Talking to myself like crazy, I combine English and Indonesian when speaking in front of the mirror, not only in front of the mirror I talk to myself but also in the bathroom before I take a shower. Indeed this method is effective but when I talk to friends or lecturers, I feel insecure. I confused when I have to talk to the other person, I am nervous and suddenly forget the vocabulary that I often mention in talking to myself in the mirror.