

III. RESEARCH METHOD

In this chapter, the writer illustrates the research method used in this study. It covers Research Designs, Subject of the Research, Data Collecting Technique, Research Procedures, and Data Analysis. Moreover, the explanation will be in the following.

3.1 Research Designs

Actually, this study was aimed to analyze CSs used by extrovert and introvert students. Thus, it used qualitative design which is taxonomic analysis to analyze the data. It used Dorney's taxonomic of CSs which consist of twelve strategies. They are message abandonment, topic avoidance, circumlocution, approximation, use of all-purpose words, word coinage, nonlinguistic signals, literal translation, foreignizing, code-switching, appeal for help, and using fillers or hesitation devices.

Furthermore, the researcher provided questionnaire to pose them into independent variable. Questionnaire should be answered by the students. Based on the result of the questionnaire, the writer had classified the students into three groups; introvert, medium, and extrovert. The test was in form of conversation and it was chosen to make the data more reliable.

3.2 Population and Sample

This research had involved students in the second semester of the second grade, academic year 2012-2013, at SMAN 10 Bandar Lampung. There are nine classes of the second grade which are divided into two groups, science and social. There are four classes of science and five classes of social. Each class consists of 36 students. Since the researcher decided to use random sampling, the sample was students of one class from science. The researcher assumed that there are many times for them to have speaking activity in the class. It means that they have ability in showing their ability in communication. Thus, they are appropriate to be the participants. Meanwhile, the sample was chosen only one class which is XI science one.

3.3 Data Collecting Technique

The researcher attempted to get the data by using several instruments as follow:

3.3.1 Questionnaire

The students were given a questionnaire consisting of 28 items. They were given 15 minutes to answer it. It was aimed to classify them to the type of personality. From the questionnaire, the researcher could see whether they are extrovert or introvert. The questionnaire was translated into Bahasa Indonesia in order to avoid misinterpretation by the students.

Herdawan (2012) has modified original questionnaire which consists of 42 items.

SPSS 15 was used to see the reliability coefficient of the questionnaire. 14 items were dropped from the questionnaire in order to get more reliable set of questions in the

questionnaire. It also has been tested previously which means the questionnaire has been valid and reliable to use. So, this research used a set of questionnaire which has been modified.

The questionnaire has 4 options for each question. It also consists of positive and negative wordings. The positive wordings are written in bold form. The scoring system is as follow:

- Positive wording : a = 1, b = 2, c = 3, d = 4
- Negative Wording: a = 4, b = 3, c = 2, d = 1

Further explanation could be seen by looking at the following table:

Table 3.1 Table of Specification (Questionnaire)

Items Number	Personality				Total Items	Percentage of Items
	Extroversion		Introversion			
	Sanguine	Choleric	Phlegmatic	Melancholic		
3,4,7,9,10,12,14,15,18,21, 24	√				11	39%
1,13,25,26,27		√			5	18%
2,5,17,20,22			√		5	18%
6,8,11,16,19,28				√	6	25%

Table of Specification (Questionnaire)

After getting the result of the questionnaire, the writer had classified the students based on their extroversion level. The highest score that could be achieved by the students is 112. The higher their scores are, the more extroverted they are. The students who got 72 or more total score were classified into extrovert group. Those

whose scores lower than 56 were classified into introvert group. When their scores were 57 to 71, they were classified as medium.

3.3.2 Data Elicitation Technique

In this study, the researcher used language learning tasks as data elicitation technique. Moreover, tasks design to elicit data for communication strategies are different for the study of input and negotiations. Yufrizal (2008) has stated some of the tasks are picture description (Byalistok and Frochlich, 1980: Varadi, 1980), picture reconstruction (Byalistok, 1983), translation (Galvan and Campbell, 1979); sentence completion (Blum-Kulka and Lavenston, 1983); conversation (Haastrup and Phillipson, 1983), narration (Raupach, 1983); instruction (Wagner, 1983), word transmission (Parbakht, 1985), and interview (Raupach, 1983).

Based on the theory above, this study used spontaneous conversation in order to elicit data of CSs. it is due to the fact that language mostly used spontaneously in real conversation of daily life. Therefore, the researcher made the situation as natural as possible in order to get authentic data.

3.3.3 Recording

The conversation of those pairs had been recorded by using camera video. The researcher used different camera to record them in order to make the data easily analyze. Recording was also aimed in order to help the researcher to do next step which was transcribing. Since, mime, gesture, and facial expression were needed in transcribing, so it was beneficial to record everything in the conversation. Besides, it

was needed in order to analyze data related to the communication strategy that they used.

3.3.4 Transcribing

After recording the conversation, the researcher needed to make the transcription. However, it should be transcribed in detail. Everything that the students said and did in the conversation should be transcribed. It was aimed to get more valid data about the activity done by the participants. It was also needed to help the researcher in analyzing the data coming from that activity.

3.3.5 Coding

Some communication strategies may appear in students' conversation and it could be seen in transcribing. The next step was coding in which the finding of CSs was categorized into Dorney's taxonomy as in table 3.2.

Table 3.2 Coding of Communication Strategies

	Communication Strategy	Coding
1.	Avoidance Strategies	
	a) Message Abandonment	MA
	b) Topic Avoidance	TA
2.	Compensatory Strategies	
	a) Circumlocution	C
	b) Approximation	APP
	c) Use of all-purpose words	UW
	d) Word Coinage	WC
	e) Nonlinguistic Signals	NS
	f) Literal Translation	LT
	g) Foreignizing	F
	h) Code-Switching	CS
	i) Appeal for Help	AH
	j) Stalling or time-gaining strategies	TG

3.3.6 Analyzing

After transcribing the data from recording, the researcher found what strategies appeared in that conversation. Those strategies were analyzed and it was categorized by using Dorney's taxonomy of communication strategy. The researcher counted the number of CSs of extrovert and introvert students. Meanwhile, the percentage of CSs was counted as well. Then, the researcher found which CSs are frequently used by extrovert students and introvert students.

3.4 Validity and Reliability of the Questionnaire

Validity is a matter of relevance; it means that the test measures what is claimed to measure. To measure validity of the test, it can be analyzed from its face validity, content validity and construct validity. Face validity concerns with how the test looks. Meanwhile, content validity concerned with whether the test is sufficiently representative for the rest of test or not. While construct validity focuses on the relationship between indicators within the test.

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144).

3.4.1 Validity of the Questionnaire

Face validity of the questionnaire is achieved by arranging the questionnaire into the form of multiple choice-like arrangements. It makes it easier to the students to

understand when they try to answer the questionnaire. That is why the researcher used face validity in the questionnaire.

The content validity of the instrument used by the writer is questionnaire which is already achieved by simply looking at the table of specification. It is clear that the questionnaire measures the extraversion level of the students.

Meanwhile, the construct validity of the questionnaire is achieved by looking at the relationship between indicators. If the indicators measure the same aspect, they would have positive association. While negative association would be shown among indicators that measure different aspects.

3.4.2 Reliability of the Questionnaire

The result of the questionnaire is scored based on Likert scale with range of score is 1 to 4. Besides, in order to measure the consistency of the questionnaire's items, the writer used Cronbach Alpha Coefficient since it is the most commonly used one. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire is. The following scale is used to classify the reliability of the questionnaire:

- a. Between 0.800 to 1.00 = very high reliability
- b. Between 0.600 to 0.800 = high reliability
- c. Between 0.400 to 0.600 = moderate reliability
- d. Between 0.200 to 0.400 = low reliability
- e. Between 0.000 to 0.200 = very low reliability

From the calculation above, it is found that the alpha is 0.840. It means that the questionnaire has very high reliability. The analysis of each item had shown that if any of the items was deleted, it would make the alpha lower. For example, if item no 2 was deleted, the alpha lessened into 0.832 (very high reliability). With alpha, the writer reported that the questionnaire was reliable to be administered.

3.5 Research Procedures

In conducting this research, the procedure would be as follow:

3.5.1 Determining the Subjects

Before conducting the research, the subjects were determined randomly in order to avoid subjectivity point of view of the researcher. The subjects would be the second grade of science class of SMA N 10 Bandar Lampung. The researcher only took one class to analyze.

3.5.2 Distributing the Questionnaire

The researcher gave the students a questionnaire to answer. The questionnaire consisted of 28 items and the students were given 15 minutes to answer the questionnaire. The result of this questionnaire was used to group the students based on their type of personality (extrovert or introvert).

3.5.3 Selecting the Test

The researcher decided to choose conversation test to elicit the data. The students of that class have been divided in pairs. Each pair had a particular situation and they

should make a conversation spontaneously based on the situation given by the researcher. Before having a conversation, the students were given a direction as guidance for them to make a conversation. The direction was as follows:

Direction:

1. You are falling in love with a girl/boy. You want her/him to know about your feeling. In this situation, you ask her/him to be your girlfriend/boyfriend. Then, you have to see whether she/he has a similar feeling to you.
2. Your friend is so sad because she/he lost her/his blackberry. In your conversation, you may ask about when it happened, where it happened, so on. Besides, you also may ask about the type of blackberry which has lost, its price, its feature, and so on.

Those two expressions were taken based on curriculum and syllabus for the second grade of Senior High School students in this semester. Thus, the researcher used them as topics for this research as well.

3.5.4 Recording

After having their own partner, the students should be ready to have a conversation. When they were talking, everything they mentioned or told in conversation should be recorded perfectly. It was done in order to help the researcher do the next steps which were transcribing, coding, and analyzing. It was due to the fact that after recording,

the researcher should transcribe the conversation before coding and analyzing. So, recording was very important to do.

3.5.5 Transcribing, Coding, and Analyzing

Analyzing was one of the important parts in this research because this research would not successfully show the result of the topic if there was no analyzing. The researcher found some communication strategies after analyzing the data. Conversely, analyzing the data would not be successfully done if there was no transcription. Therefore, transcribing and analyzing were needed in this research. After transcribing the CSs, the next step was coding in which the researcher classified the CSs into coding table that had been prepared.

3.5.6 Concluding the Data

The researcher had decided to use Dorney's taxonomy in analyzing the result of findings. Then, the result should be categorized into taxonomy of communication strategy based on Dorney's taxonomy. Thus, the researcher could make a conclusion about what communication strategy of extrovert and introvert students.

3.6 Data Analysis

The researcher analyzed the data as in the following;

1. Analyzing the Questionnaire

The researcher analyzed the questionnaire which was distributed to the students. It was needed to categorize them into extrovert, introvert, and medium. The students who got 72 or more total score were classified into extrovert group. Those whose

scores lower than 56 were classified into introvert group. When their scores were 57 to 71, they were classified as medium. However, this research only focused on analyzing the students with extrovert and introvert personality.

2. Transcribing and Coding

The researcher transcribed the conversation which was done by the students after being classified into extrovert and introvert personality. Then, the researcher tried to find CSs used by them and made a coding for every strategy that they used. Moreover, it should be done based on Dorney's taxonomy of CSs.

3. Analyzing CSs

After transcribing and coding, the researcher analyzed what CSs used by extrovert and introvert students. Then, number of CSs used by both of groups also should be accounted. It was needed to find which communication strategies used frequently by each group.