CHAPTER III
RESEARCH METHOD

This chapter examined the type of research methods employed in this research. The discussion contains the type of research, subject and object research, data and data sources, technique of collecting the data, data validity, and data analysis.

A. Type of the Research

The descriptive qualitative approach was used in this study. It was used to investigate a natural phenomenon. According to (Creswell, 2014) qualitative analysis is a method of study that looks at and understands the significance of a variety of people or groups of people as a result of social issues. According to (Moleong, 2014), qualitative research is a research process that generates descriptive data in form of speech or writing from the observed behavior of individuals. The researcher employed qualitative analysis methods since the aim of this thesis is to to analyze disfluencies in speech production, and identify the causes of speech disfluencies suffered by students in the micro teaching class.

This research used content analysis as a method. According to (Fraenkel, Jack R., Wallen, 2009), content analysis is a technique that researchers can use to indirectly examine human behavior through analysis of communication such as textbooks, essays, newspapers, novels, magazine articles, songs, advertising images, and any other type of communication that can be analyzed. The author chose a video recording of the presentation of micro teaching students at the Muhammadiyah University of Surakarta which was uploaded on YouTube for research.

B. Subject and Object of Research

The subjects of this research were micro teaching students of class H English Education at the University of Muhammadiyah Surakarta in 2021.

The object of this study is the utterances containing disfluencies made by students in a micro teaching class of the English Department at the University of Muhammadiyah Surakarta.

C. Data and Data Source

The data obtained in this study were from utterances containing disfluencies taken from transcripts of video recordings of micro teaching student presentations. The source of the data obtained by the author was taken from a transcript of the recorded presentation of micro teaching students uploaded on YouTube.

D. Method of Collecting Data

In this study, researchers used the document analysis for data collection. Documentation technique, according to (Riduwan, 2009:77), is a strategy targeted at acquiring direct data from the study location, including relevant publications, laws, activity reports, images, documentary videos, and relevant research. The steps in reviewing the video recordings in this study:

1. The author watched and observed videos of students' presentation in the micro-teaching classroom
2. The author make script from the record
3. Looking for speech disfluencies made by students
4. Categorizing the types of speech disfluncies
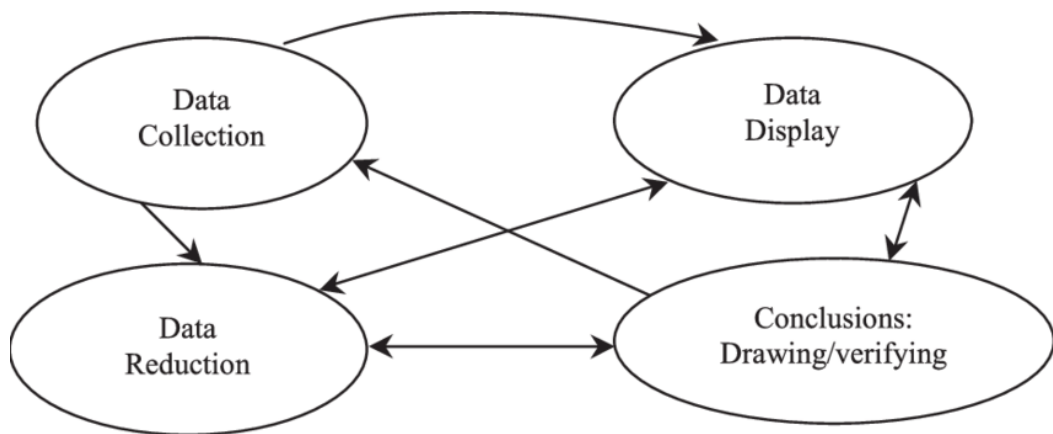5. Categorize what types of speech disfluency that often occur

E. Data Validity

Data validity in this study used expert judgment. According to (Rusti 2012) that expert judgment was a consideration or opinion of an expert or experienced person. The author relied on the expert judgment of Prof. Dr. Endang Fauziati, M. Hum. She is lecturer of English education at the University of Muhammadiyah Surakarta. Researchers chose judges carefully

and must be appropriate to the field being studied. These judges are professionals because they have a lot of experience in this field.

F. Technique for Analysing Data

Data analysis technique was the process of collecting data systematically to facilitate researchers in obtaining conclusions. According to (Miles, Michael Huberman, and Saldaña, 2014) the analysis consists of four streams of activities that occur simultaneously, namely: data collecting, data reduction, data display, conclusion drawing/verification. In analyzing data, the researcher used descriptive qualitative technique that Miles & Huberman proposed:

Picture 3.1 Miles & Huberman technique

1. Data Collection

The author collected the data from video presentation that uploaded in Youtube. To access the video, the author asked the youtube link of micro teaching students to access the video. Then the author (1) watched and observed the video, (2) write the script, (3) find the speech disfluencies that occured and identiefied the type.

2. Data Condensation

The second phase in the data collection process is data condensation or data reduction. According to (Miles *et al.*, 2014) data condensation is the

process of selecting, condensing, simplifying, summarizing, and transforming data that appears in written field notes or transcriptions. Reduction refreshes the data by selecting the most appropriate items, focusing on them, and searching for a theme. As a result, the reduced data will provide clearer drawings and make it easier for the researcher to gather the following data. Following these activities, the following stages are taken: (1) choosing or selecting, the author chose data that is relevant to the research conducted when selecting data. The data were selected from speech containing disfluencies that occurred in micro teaching students in presentations. (2) Focusing, according to (Miles *et al.*, 2014: 19), focusing on data is a form of pre-analysis. In this phase, the writer pays attention to the selected data in the manuscript whether it contains the type of disfluency proposed by (Clark and Clark, 1977) as cited in (Fauziati, 2016). (3) Simplifying the data, the author just focused on type of disfluency and the type of disfluency that often occur. (4) Abstracting, abstraction is a phrase or sentence that is evaluated and classified based on the theory of type of speech disfluency from (Clark and Clark, 1977) cited by (Fauziati, 2016). (5) Transforming, At this stage the researcher looked at each data that had been coded. Researchers grouped each data based on the existing code. Next, the researcher sorts out all the data that has been grouped based on the code.

3. Data Display

The data is then shown in the following process. The term "display the data" refers to a compilation of information that has been organized and allows the user to reach a decision and take action. According to (Miles and Huberman, 1994), as reported by (Sugiyono, 2009), narrative text has been the most common from display data for qualitative research data in the past. By displaying it, the data will be clustered and organized. The following are some activities for displaying the data from this study:

a.   Identifying the data, the author selected the data weather disfluency or not.

b. Classifying the data, the author calssified types of disfluencies based on Clark & Clark theory.

c. Selecting the type of disfluency that often occur, the author selected the the type of disfluencies that often occur using formula:

$$P = \frac{N1}{\sum n} \times 100\%$$

d. Describing the sources of speech disfluency

e. Making conclusion to answer the research questions

The researcher can get a conclusion from displaying the data in order to answer all of the research questions in this study.

4. Drawing Conclusion

The last stage, drawing conclusions, refers to the method of answering research questions and achieving research objectives. Drawing conclusions according to (Miles *et al.,* 2014) is the last component in qualitative analysis. At this stage the researcher draws conclusions and interprets related data. The conclusion contains the type of disfluency that occurs in student speech when presenting in the micro teaching class, the type of speech disfluency that often appears, and the source of the disfluency. conclusions can be temporary and revised if the researcher finds verification, which will be carried out by the supervisor.