

CHAPTER III

RESEARCH METHOD

This chapter describes about the method which is used for collecting and analyzing the data that is included research design, data sources, data collection, and data analysis.

3.1 Research Design

This study aimed to identify the types of Compensatory Strategies used by high and low achievers of Study Program of English Universitas Brawijaya and to find out the mostly types of compensatory strategies used by high and low achievers. The researcher used qualitative approach to conduct this study since the data of this study is in the form of words. In line with the statement of Ary *et al.* (2010, p.29) that qualitative inquiry deals with data that are in the forms of words, rather than numbers and statistics. Besides, the researcher used case study as the method of this research to find out the types of compensatory strategies which is used by high and low achievers of Study Program of English Universitas Brawijaya. According to Ary *et al.* (2010, p.29), case study is a qualitative examination which focus on a single units such as subjects, group or institution.

The goal is to get the detail description and understand of the entity. It means that case study is not used to analyze the entire populations/ organization; rather it is used to focus on particular issue, feature or unit of analysis.

3.2 Data Sources

The data of this study was the utterances of high and low achievers of Study Program of English Universitas Brawijaya which contained compensatory strategies. Those utterances were taken from the students who were having a kind of speaking test. Meanwhile, the data source was the recording transcriptions of high and low achievers' retelling a story.

To get the data, the researcher took the subjects from Public Speaking of 2014 (third semester students) of Study Program of English Universitas Brawijaya. The reason to choose public speaking students because they had already taken Academic Speaking and Basic oral and Auditory Skill courses, considering that those two subjects were related with speaking activity that equip the students with the skill of speaking formally and informally, so the students are able to speak English with high accuracy. Then, the researcher chose participants divided into six high achievers and three low achievers by considering the scores from Academic Speaking and Basic Oral and Auditory Skill. The reason in choosing the number of low achievers who was only three students because the data of the students' score on Basic Oral and Auditory Skill and Academic Speaking showed that only three students who got C+ on those two subjects who can be classified as low achievers according to the criteria which had been determined by the researcher. Whereas the six high achievers were chosen by the researcher not only by considering their score which was A on the two subjects on previous semester but also by considering their willingness to be the participant of this research because not all the students of Public Speaking

2014 who got A on Basic Oral and Auditory Skill and Academic Speaking wanted to be the participant of this research.

In choosing the participants, the researcher used purposive sampling.

Purposive sampling or judgment sampling is “samples elements judged to be typical, or representatives, are chosen from the population” (Ary *et al.* 2010, p.

156). So in this case, the researcher can use her authority to select the subjects that she believes they can provide the relevant information about the topic or setting. In addition, Ary *et al.* (2010, p.156) add that there is no general rule about the number of participants which is included in the qualitative research, but the size of sample is influenced by the practical considerations such as time, money and availability of participant. So, in this research the availability of the participant and time were considered by the researcher in conducting this research.

Furthermore, the subjects did a kind of speaking test in retelling a story.

The story which was used in this research was accompanied by sequence of picture. The story was designed by the researcher based on the sequence of picture adopting from Ellis (2005) entitle “Dog, Man and Ladder”. The researcher chose this story to be used to collect the data because it was related with daily activity which contained some easy vocabularies which can help the subjects told the story easily. The subjects were asked to retell the story in English after they listened to the researcher who told the story in Indonesian. It was done in order to the subject did not get any input from the researcher, so that they could retell the story based on their creativity

3.3 Data Collection

The researcher took the data through the following steps:

1. Explaining the instruction of the speaking test to the subjects
2. Asking them to listen to the researcher who told the story in Indonesian, while they were looking to the sequence of picture. They were not allowed to take note, so they had to rely on their own memory. The researcher then gave five minutes to each subject for preparing themselves before they retold the story.
3. Asking them to retell the story while looking to the picture. There were no limitations of time about how long they should retell the story.
4. Recording each of the subject's utterance by video-recorded since the problem indicators such as gestures, laughs, drawls and other non-verbal signs (Poullise *et al.*, 1990) were able to be observed by video-recording.
5. Interviewing the subjects to validate the data whether the subjects faced the lexical problem or not when retelling the sequences of picture and recorded by using voice-recorder. The researcher first, played the video, pointed out some of the utterance by looking at the problem indicators, and then the researcher asked the subjects whether they face difficulties or not when producing that utterance. If they said that they face difficulties to express the intended meaning, the researcher identified that utterance as CpS.
6. Listening to the recorder which contains subject's utterance.
7. Transcribing the recorded utterance into written form by using the orthographic transcription guideline adopted from www.Isbu.ac.uk and www.cs.colombia.edu and putting them into list.

3.4 Data Analysis

Data analysis is a process whereby researcher systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others (Ary *et al.* 2010, p.465). To analyze the data, the researcher followed some steps that are explained below:

1. Classifying the types of Compensatory Strategies which is produced by high and low achievers. Then, organizing them in the format of tables below:

Table 3.1 Compensatory Strategies Used by High Achievers of Study Program of English Universitas Brawijaya.

Subject	Utterance	Conceptual Strategies				Linguistic Strategies			
		ANCO	HOCO			LITRA			LIMO
			SUPER	SUB	O	T	B	F	
1									
2									
3									
4									
5									
Total									

Table 3.2 Compensatory Strategies Used by Low Achievers of Study Program of English Universitas Brawijaya.

Subject	Utterance	Conceptual Strategies				Linguistic Strategies			
		ANCO	HOCO			LITRA			LIMO
			SUPER	SUB	O	T	B	F	
1									
2									
3									
4									
5									
Total									

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ANCO: Analytic Strategies

HOCO: Holistic Strategies, SUPER: Superordinate, SUB: Subordinate, O: Ordinate

LITRA: Literal Translation, T: Transfer, B: Borrowing, F: Foreignizing
LIMO: Morphological Creativity

In findings, the researcher used some coding to make a simple analysis from the table as [Sⁿ, Utterance ⁿ]. For example: [S4, U5] means that the utterance is taken from the subject no. 4, and the utterance is the fifth utterance of that subject.

2. Counting the total of each compensatory strategy that was used by High and Low achievers to make a comparison about frequency of compensatory strategies between High and Low achievers.
3. Drawing conclusion

