

CHAPTER III

RESEARCH METHODOLOGY

2.1 Research Setting

The research was conducted at Universitas Islam Negeri Sumatera Utara (UIN SU), which is located at Jl. William Iskandar, Ps.V, Kec. Percut Sei Tuan, Kab. Deli Serang, Sumatera Utara. The objective of this research is to analyze the most commonly used modalities in classroom activities, such as presentation, group work, and pair work, during the class hours of the English department students in the 4th and 6th semesters. The researcher also intends to elaborate why EFL university students at UINSU prefer to use those types of modal verbs. The English department students at UINSU divided into four classes (TBI 1-TBI 4). Given that two different semesters are the target of this research, the courses of study also vary in every semester.

The courses in the 4th semester include: English Phonology, English Morphology, Advance Structure, Advance Speaking, Critical Reading, Advance Listening, Advance Writing, Filsafat Pendidikan Islam, Bahasa Prancis Lanjutan, Administrasi Pendidikan. The courses in the 6th semester include: English For Specific Purposes, Technology Integration in Language Learning, Qualitative Research, Translation: Indonesia-English, Sociolinguistics, ICT as Media in Teaching English, Bimbingan dan Konseling, Kepemimpinan Pendidikan Islam, Profesi Keguruan, Inovasi Pendidikan, Sosiologi Pendidikan, Magang II.

Specifically, the researcher conducted the research in TBI 3 during the 4th semester and TBI 4 during the 6th semester. The researcher targeted the courses **Advanced Speaking** in the 4th semester, **Translation: Indonesia-English**, and **TILL (Technology Integration Language Learning)** in the 6th semester. Moreover, the researcher hopes that this research increase the awareness of EFL university students at UINSU regarding the proper use of modal verbs as modality markers and the function of language in exchanging information, opinions, or judgment. The research took place from April to May 2024.

2.2 Data and Data Source

Data and the source of data are considered the most critical and essential aspects of any kind of study. Researchers may use different methodologies in multiple areas of study, however, to know the result, researchers need to analyze the data from the research process, which then will be evaluated and interpreted into an explanatory paragraph. According to

Nugrahani (2014:109), sources of data in qualitative research can be obtained in some ways, such as:

1. Documents
2. Informants
3. Settings
4. Places
5. Objects, and
6. Recordings.

Furthermore, according to Sarwono (2006:209) as cited in Kusumastuti and Khoiron (2019: 34) two types of data are used as sources of data, namely: Primary data (taken from interviews with participants); and Secondary data (taken from other than participants, or in other words taken from other categories of data such as: documents, recordings, photos, videos, films, advertisements, etc).

In line with the theory above, in this research, the data was collected through interviews, observation, and documentation. The primary data has been taken from EFL university students at UINSU in the 4th and 6th semester with the target class TBI 3 and TBI 4. Meanwhile, the secondary data has been taken from recordings, document of the research, and the relevant studies that support findings.

2.3 Research Method

It is undeniable that research methods play a very important role in a study. Research methods can provide a better understanding of the problem under study as well as find the results of the research problem. Thus, it is very important for researchers to know and determine the appropriate research method. In this research, the researcher used qualitative research. According to Fiantika (2022:2) in simple terms, qualitative method can be defined as a type of research which findings are not obtained through statistical analysis methods but rather through how researchers understand and interpret the meaning of events, interaction, and behavior of participants in specific situation according to the researchers' perspective. In line with Nugrahani (2014: 4) "qualitative research is a sort of research that generates findings that cannot be obtained using statistical procedures or other quantitative methods".

Qualitative research involves investigating a problem, gaining a deeper understanding of a phenomenon, collecting data with words, analyzing data using text analysis techniques, and interpreting the most important results. These situations commonly occur in the daily lives of individuals, groups, communities, and organizations. In qualitative research, the

researcher is the main instrument, and after the research focus is clear, simple research instruments are developed to complement the data collected through observation, interviews, and documentation. (Creswell, 2012; Miles and Huberman, 1994; Sugiyono, 2019).

According to Moleong (2013) in Fiantika (2022: 4), qualitative research is designed to comprehend a phenomenon from participants' experiences that include subjects, views, motivations, actions, as well as others holistically and descriptively through the use of language and words in a particular, natural context, and by utilizing multiple scientific methods. Reinforced by, Suyitno (2018: 6) who defined qualitative research as research that is conducted with an inductive attitude and is based on participatory objective observation of social symptoms (phenomena).

This study employed a descriptive research approach to comprehensively describe the investigation process. Through the descriptive technique, the analysis of data was conducted to answer the study's formulation, which aimed to identify the most frequently used types of modals and modalities by EFL university students at UINSU in presentation, pair-work, and group-work activities, as well as to understand the reasons behind their preference for these modal verbs.

2.4 Technique of Collecting Data

According to Abubakar (2020: 67), data collection techniques are the methods employed by researchers to obtain the information needed to address a research problem. Added by Lune & Berg (2017: 183) researchers must have spent a significant amount of time in certain areas or with a specific group of people in the field in order to accomplish data collection. They have interacted with many of the people who live in or interact with the research community, either indirectly or directly. According to Wahyuni (2022: 50) data collection can be obtained through several ways, namely: interview, observation, documentation, and triangulation/combination.

Finally, the data of this study was obtained through three different ways, as follows:

2.4.1 Interview

Interview is one of the techniques in qualitative research in the form of asking and question and receiving responses from participants to obtain information and collect data which can be recorded or noted. According to

Zuriah (2009) as cited in Fiantika (2022: 13) explained that an interview is a tool for acquiring information by asking and answering question directly. In order to obtain more reliable information, observation techniques are sometimes paired with in-depth interviews. As a result, the observation data will be further dig into utilizing in-depth interview approaches. This is one of the measures to verify that the data obtained is accurate.

Interview can be classified into three kinds. First, structured interviews are interviews that contain a specific set of questions and the respondent will be asked the same question. Second, semi-structured interviews have a purpose to encourage open discussion and gather opinions and ideas from the interviewees. Third, unstructured (free) interviews are a type of interview where the researcher does not follow any predetermined set of questions or guidelines for data collection but rather general or spontaneous questions. (Hasan, *et.al.* 2022: 6).

In this study, semi-structured interviews were chosen as the interview method. The researcher chose this type of interview because questions can be developed based on the participants' answers and their current situation. Interviews were utilized to collect data regarding the most commonly used modals and modalities, also the reason behind the use of modal verbs by EFL university students at UINSU in classroom activities.

2.4.2 Documentation

The term "documentation technique" refers to a process of gathering data through recording existing data. The documentation technique tends to collect secondary data, whereas the observation and interview technique prefers to collect primary data or data gained directly from the first participant.

Documents, according to Sugiyono (2015) are records of previous events. Documents might take the shape of literature, photographs, or a person's significant works. Diaries, life histories, stories, biographies, regulations, and policies are examples of written documents. Images, such as photos, live images, sketches, and other visual documents. Documents can be in the form of works of art, which can include photographs, sculptures, videos, and other media. In qualitative research, document studies are complementary

to the use of observation and interview techniques (Hardani & Ustiawaty, 2020).

According to Johnson & Christensen (2004), documentation divided into three parts, namely:

a) Official Document

Notes or tools that provided or arranged formally as the requirements to fill the institutions needs internally or externally.

b) Personal Document

Notes or tools that written by someone to describe an experience, events, or the feeling of individual.

c) Physical Document

Including places or things that utilized to explore different kinds of activities, the tools can be such as: library, museum, announcement board, etc.

The documentation for this study involved physical documents such as paper and phones used to record voices during learning activities, including presentations, pair-work, and group work. The recording started at the beginning of class activities and ended when learning was completed. Electronic documents and learning materials were also used in this study. Additionally, the researcher used the transcript method to analyze the results of the recordings.

2.4.3 Observation

Observation is one of the essential techniques in qualitative research that is used to obtain data. The researcher will try to apply this step to find the most commonly used modals and modalities within classroom activities, namely: presentation, group-work, and pair-work, also intends to explain why EFL university students at UINSU prefer to use those types of modal verbs.

According to Bailey (1982) as cited in Samsu (2021: 98) “*The observational method is the primary technique for collecting data on nonverbal behavior. Although observation most commonly involves sight or visual data collection, it could also include data collection via the other*

senses, such as hearing, touch, or smell. Use of the observational method does not preclude simultaneous use of other data-gathering techniques. Observations are often conducted as a preliminary to surveys and may also be conducted jointly with document study or experiment”.

According to Hardani et.al. (2020: 124) there are two ways of conducting an observation, namely: participant observation and nonparticipant observation. Participant observation requires the observers to be involved in activities that occur in the field and contribute as a participant. On the other hand, nonparticipant observation does not require the observers to be involved in activities rather only plays a role in observing activities that occur in the field. Observation is the act of noticing and perceiving something or someone around the environment where the researcher conducts the research

During this study, the researcher observed the learning process or activity as it happens. The observation was made simultaneously with the recording process, and the researcher was the only one making the observation during the learning activities.

2.5 Technique of Analysing Data

Because the study included qualitative data, it will be evaluated using the descriptive qualitative analysis technique. The descriptive qualitative analysis provides a conclusion for the researched variable based on the actual situation.

2.5.1 Data Condensation

Data condensation is an activity where researchers summarize, select, and focus on data obtained not only from one participant but also from primary data of all informants. According to Miles et al. (2014: 31), data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data into written text, such as field notes, observational notes, interview transcripts, documents and etc. In this research, data condensation was utilized by the researcher to sift through, categorize, and make abstractions from the recordings, interview notes and documentation to answer the formulation of this study.

2.5.2 Data Display

In Miles and Huberman's (1994) paradigm of qualitative data analysis, data display is the second element or level which entails reducing data and displaying it in an ordered, compressed form so that conclusions may be reached more easily. Presentation of data in qualitative research is done in the form of short descriptions, charts, and relationships between categories.

According to Sugiono (2016), displaying the data will make it easier to grasp what is going on and plan the next steps based on what has been learned. Graphics, matrices, graphs, and charts can all be used to display data in addition to literary prose. The data in this study was presented using a formal manner based on the problem, concept, and theoretical framework, with tables or graphs used to describe the data.

2.5.3 Conclusion drawing and verification

This is the third step in the qualitative analysis process. Stepping back to explore what the analyzed data imply and their implications for the questions at hand is what conclusion drawing involves. Here the researcher started to figure out what things signify. The researcher tries to conclude and validate it by looking up the meaning of each symptom in the field, noting the potential order and figuration, the causal flow of the phenomena, and prepositioning it.

2.6 Trustworthiness of Study

In qualitative research, the researcher presents the facts as the subject's real life. To come to a more accurate result, this qualitative study applied some approaches to maintain the data's validity. Reliability or trustworthiness shows the consistency of the idea, the consistency of the technique, and if the study's readers believe the researcher has proven trustworthiness. Qualitative validity means that the researcher's findings were evaluated for accuracy using specific processes. In this study, the researcher used credibility. To be clear, triangulation was used by the researcher. The term "triangulation" refers to the use of multiple views. Triangulation is used to make the data legitimate. In line with the theory above, R. P. Dewi (2019) also stated that triangulation is a way of checking the authenticity of data by comparing it to or verifying it with something other than the data.