

Chapter Three

Research Methodology

This chapter presents the methodology in the research. It discusses the research design, research setting, research participant, research Instrument, data collection, and data analysis.

Research Design

This research purposes to discover students' perception on teaching strategies applied by EED of UMY teachers in teaching speaking. Based on its aim, it uses qualitative method to conduct the research. The researcher considers to use qualitative method due to this research attempts to discover student's assumptions based their experiences. According to Creswell (2009, p. 173) "qualitative inquiry employs different philosophical assumptions, strategies of inquiry, and methods of data collection, analysis, and interpretation". In addition, qualitative research refers to the meaning, concepts, definitions, characteristics, metaphors, symbols and description of things (Berg, 2007). Based on these two statements, qualitative is used to study the view of participant looked and analyzed from the assumption, experience, or behavior in particular event or situation.

The researcher specifically uses qualitative descriptive as the research design. According to Louis, Manion, & Morrison (2011), qualitative descriptive method is a qualitative data analysis which is divided into organizing, accounting and exploring the data. The researcher considers the qualitative descriptive to be able to describe the

students' experiences which will be the result of this research. It will show thick descriptions of certain phenomenon.

Research Setting

This research was conducted at English Education Department of UMY on April 22th – 29th 2017. This department was set as the setting of place for this research with two considerations. Firstly, English Education Department of UMY had provided subjects focusing on speaking skill such as Listening and Speaking for Daily Conversation, Listening and Speaking for Formal Setting, Listening and Speaking for Academic Purpose, and Listening and Speaking for Career Development. Moreover, several teaching strategies are applied as well to conduct and support those subjects. Lastly, the researcher is student at that department, so it makes easy the researcher in case to gather the data. In short, those considerations are made the researcher believe that English Education Department of UMY is suitable to be setting of the research.

Research Participant

In determining the participants of this research, the researcher put two criteria considering the purpose of this research to know the speaking teaching strategies applied by EED of UMY teachers and the difficulties faced by EED of UMY students in doing teachers' speaking strategies. The first criterion needs students who have already followed all speaking skill subject classes which were usually provided on early semester. It means that students have experienced in doing speaking teaching strategies applied by teacher. Furthermore, this research needs participants that still

remember clearly those teaching strategies, so they have rich ideas and experiences to be shared. The second criterion is students who belong to low speaking proficiency. Although students with advanced or good speaking proficiency also have speaking difficulties, but students with low speaking proficiency surely have more difficulties than the advanced one. Therefore, focusing on low speaking proficiency students is enough in this research. Considering those two criteria, students batch 2015 were the most suitable as the participants of this research as they were belonging to new students with experiences to learn and improve speaking skill. This research involves 4 participants with allotment 3 male and 1 female students. These students were taken from different classes 'A, B, C, and D', and had low speaking proficiency students.

To select the four participants, for the first the researcher took a look on participants' speaking assessment grade of listening and speaking for daily conversation and listening and speaking for formal setting. This research required students with low speaking level. That was why the researcher considered their grade to see whether they tended to have low speaking level. The researcher collected 10 names of students. Then, the researcher went to see two teachers who teach speaking classes to ask 6 students that had low speaking proficiency level. Afterward, the researcher came to ask other teacher teaching different speaking course as crosscheck. Students with low speaking level mentioned by those teachers were chosen to be the participants of this research. In addition, the researcher asked 6 names of students even though this research only needed 4 students to be participants. Two other students were considered as reservist to back up whether in case there

were students who were unavailable to be this research's participant. Name of participants involved in this research were changed as well into participant one (P1), participant two (P2), participant three (P3), and participant four (P4).

Research Instrument

This research used interview as the instrument to gain the data and answer the purpose of this research. Cohen, Manion, & Morrison (2011), the interview is a construct and it is usually planned event rather than naturally happening situation, and it is different from an everyday conversation because the researcher may set you even the rule in an interview. This research specifically used standardized open-ended interview. According to Gubrium & Holstein (2002) pointed out that this type of interview is open situation, both interviewer and interviewee are free to plan, implement, and organize the interview. Frances, Micheal, & Patricia (2009, p. 310) said that "standardized open-ended interview employees the use of an interview schedule which contains structure and explicit questions that do not allow room for veering of the topic in questions". Going further, in conducting the interview, one on one interview was done. It enabled the researcher to just focus on one interviewee and digged various information. Frances, Micheal, & Patricia, (2009) mentioned that one to one interview is conducted face to face, and enables the researcher to observe non-verbal language to enhance understanding of what interviewee says. Before conducting the interview, the researcher made interview protocol as well. It helped the researcher to make the appropriate questions with supporting theories as guideline. Therefore, it was really helping the researcher in term of arranging the

questions. This interview protocol consisted 4 of main questions. However, participant were given chance to share anything and there were following up questions as needed. The first question is regarding applied speaking teaching strategies. The second asks students' difficulties in doing teaching strategies. The third and fourth questions ask students suggestion and feeling regarding learning speaking experiences at EED of UMY.

Data Collection Procedure

There were two processes in order to collect the data. First of all was making interview guideline with several questions supported by some related theories. Then, the researcher found participants by sending them invitation through SMS to make an appointment for meeting. The interview was run in open-ended interview. It enabled the researcher to explore their ideas and experiences answering given questions with hope in deep and various information. The interview took around 7-10 minutes, and during the process, the researcher used mobile phone to record it in audio. The interview was run in Indonesian language to build up effective communication as it is the first language of both the researcher and participants. In the end of interview, the researcher explained about the participants' identity security. Their names were changed into P1, P2, P3, and P4 to guarantee participants' identity.

Data Analysis

The researcher transcribed the audio recording by listening and typed it into words. It is transcribed originally same as what the participants' saying. The researcher did not add or dismissed any sentences to avoid meaning changing.

After all, the researcher contacted the participants for meeting to clarify the correctness of information to avoid the bias meaning by member checking. The researcher read the result of interview and asked the interviewee to listen up and checked the information carefully. In the end, the interviewees were requested to read the result of interview themselves to make sure no longer bias or confusing meaning. The result of member checking was that all the participants agreed whether all the data were clear and same as of what they meant. Member checking was defined as a process of control the recorded interview to discover the accuracy, validity, and credibility of the data (Barbour, 2001)

In term of analyzing data, the researcher did coding that went through in four stages. Open coding was done first. The researcher here identified the data and gave the label based on the purposes of the research or categories. The language of the data which firstly in Indonesian language was changed into English. Afterward, Analytical coding was employed. Gibson (2007) mentioned that Analytical coding forms theme of the research. The next stage was axial coding. It is a process where the researcher put the same data of participants on the same categories which were strategies and difficulties category. The last stage was selective coding as identifying process the core categories of text data integrating them to form a theory. The categories were the strategies, difficulties, and suggestion. This last stage was very important as the result or data in selective was used for this research.