

Chapter Three

Methodology

This chapter talks about the methodology used for this study. In this chapter, there are points discussed which includes research design, participants and setting of the study, data collecting method, instrument of the study and data analysis.

Research Design

This study used qualitative as research method. It is to help the researcher to reach her aim for the study, which is to reveal the difficulties in speaking English among the first year students of English Department. “If the research objective is exploring the phenomenon under study, then it is recommended to use qualitative methods” (Khan, 2014, p.300). The researcher believes that this study will obtain deeper and more detailed understandings about a phenomenon, which are the difficulties in speaking English and the problems causes difficulties in speaking among first year students. Therefore, using qualitative is appropriate for this study.

Setting and Participants of the Study

Setting. The setting of this study was at English Education Department (EED) of Universitas Muhammadiyah Yogyakarta (UMY). The reason of choosing English Education Department as the setting is because as a student of EED UMY, the researcher see the phenomenon of this study happens at EED of Universitas Muhammadiyah Yogyakarta. The study’s aim to discover the problem causes difficulties in speaking English among the first year students of English Department.

Participants. The participants for this study were three first year students of EED UMY batch 2016. The reason why the researcher chose those participants was because

they were first year students. Besides, based on the researcher experience, first year students faced difficulties in terms of speaking. The researcher took one participant from each class of batch 2016 namely A, B, and C in English Education Department. Choosing one participant from every class in batch 2016 aimed to achieve representativeness. The consideration of having three participants for this study is as Khan (2014) stipulated that in a qualitative research, the quality is the most important thing, not the quantity. That means having three participants was considered adequate to acquire data for this study. Besides, there is no rule for the size of participant in qualitative research (Cohen, Manion, Morrison, 2011). In addition, it is characteristic for a qualitative research to study a few individuals because the objective of qualitative research is to present deep and rich data of information provided by individuals.

The participants were chosen based on information given by the lecturers about their speaking English condition in their classes' activity. The students with high score in speaking course were finally chosen. The reason why the researcher chose students who had high score was because students with low score did not give clear answer this was proven when the researcher did a piloting interview to the low score student and the high score student, and the low score students could not elaborated the finding for answering the research question clearly. Furthermore, the participants of this study were inquired to participate and cooperate after an agreed negotiation with the researcher. Their identities were totally classified, and they also have a right if they want to withdraw from the interview anytime.

Data Collection Method

After choosing the participants and the setting of the research, the next step that the researcher conducted was collecting the data. "Data collection method can be derived from a number of methods, which include interview, field notes, tape social interaction or questionnaire" (Heaton, 2004, p.37). This research aims to find out first year students' difficulties in speaking English in English Department. The method to collect data for this research is through conducting interviews with participants. Based on Easwaramoorthy and Zarinpoush (2006) interview is an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences and feelings. Cohen et al. (2011) identified interview is useful for qualitative research in gathering facts, accessing beliefs, identifying feeling and motives, commenting on some standards, exploring behavior and eliciting reasons and explanation.

The interviews have structured interview. The researcher asked a set of predetermined questions about particular topic. The respondents needed to answer the questions from interview guideline. The interviews with the participants was done in one-on-one interview to give the participants privacy, so that the participant shared opinions and ideas comfortably. The interviews were audio-recorded as well. The recorded interviews helped the researcher to transcribe the interview.

When the researcher conducted the interviews, the researcher used Indonesian language. The reason in using Indonesian language is to make easier communication and avoid miss understanding for both the researcher and participants. In the case of participant one and participant two, the researcher conducted an interview using telephone. This is because at that time the semester break had been started. Therefore, it was not possible for the researcher to meet the participants face to face. However for

participant three, the researcher could interview directly or face to face. When the researcher was conducting the interview through telephone, the voice of the participants was switched into loud-speaker so that the researcher could record the responses from these participants. After all the researcher's questions were responded, then the interview was also finished. The researcher obtained a lot of informations from the students' opinions about difficulties in speaking English among the first year student of EED UMY.

Data Analysis

Data analysis is a crucial step in this study's process, in which it is where the finding of data collection was analyzed. The data form interviews were alternated to transcripts, and were analyzed by using three types of coding. First was open coding, which is labeling the text of script; second was axial coding, which is grouping the labeled text of the open codes whose references are similar in meaning; last was selective coding, which was identified the core categories of axial coding, and integrating them to form a theory for the result of this study (Cohen et al., 2011).

Data analysis was done after the researcher collected the data by doing interview. In this case, the researcher analyzed the data in order to comprehend and gather the data to answer the two research questions then tried to conclude the data. The steps of analyzing the data started by transcribing the interview result from three participants in via telephone and the face to face interview by using the data recorder. Then, after transcribed the recording, the researcher did member checking. Member checking was established in order to make sure the validity of the data gathered. Member checking done by showing the transcription result to the participants and ask them to check

whether the transcription result meets the participants' statement or not. The transcription of the interview was showed through an e-mail, the researcher sent via e-mail. Then, the researcher asked to the participant about the transcription, whether they agreed or there was other statement that added. All the participants were agreed with the transcription.

After doing member checking, the researcher analyzed the data used thematic analysis. Thematic analysis was a process of data coding. According to Kerlinger as cited in Cohen, Manion , and Morrison (2011) coding has been defined as the translation of question responses and respondent information to specific categories for the purpose of analysis. In coding the data, the researcher analyzed the script of the recording. It means that the researcher kept taking what the participants meant by their answer in each question. This activity will be done in open coding.

In open coding the researcher choose the statements of the participants that were related with the research. The naming and categorizing of phenomena through a close examination of the data is referred to as open coding (Strauss & Corbin, 1990). The statements were talked about the difficulties in speaking English among the students that were interviewed by the researcher. There are many difficulties that faced by the students or participants such as; difficulty in pronouncing, grammar use, vocabulary and self-confidence in speaking English. Then, after doing open coding, the researcher did axial coding.

In axial coding, the researcher categorized each item of statement that has the same category into one interpretation. Based on Strauss and Corbin (1990) whereas open coding fractured the data, axial coding put the data back together in new ways by making

connections between a category and its subcategories to develop several main categories. Some of statements by participants were so long and uncategorized, but the significance just talked about one point from the statements. So that in axial coding, the researcher made the statements from the participants into one interpretation.

The last was selective coding in which the researcher tried to conclude all the data result into each category selectively. The selective coding process integrated the categories to form a substantive theory (Strauss & Corbin, 1990). The statements by the participants were categorized into one column with one finding, for example P3.1, P3.5 and P2.2 were in one column with the finding difficulties in pronouncing English word. This selective coding was appendix in this research. After coding the data, the researcher informed the findings of the data and translated into English.