

Chapter Three

Methodology

This chapter covers an overview of methodology used in this research. The first part of this chapter discusses about design of the research. Furthermore, setting and participants of the research are explained in this chapter. Then, the next point shows the data gathering method and research instrument. Besides, data gathering procedure and data analysis are also formulated in this chapter. The following sections explain the detailed information.

Design of the Research

This research used qualitative research as a method to collect the data. Qualitative research is investigated people's experiences and feelings when they spoke English. Merriam (2009) mentioned that a qualitative research explains how people analyze their experiences. In addition, qualitative research is a process to identify problems of participants' experiences (Cresswell, 2012). Thus, qualitative research was suitable for this research because the researcher got deep understanding in the result related to the challenges of students in speaking using English and the strategies used by students to overcome their challenges in speaking using English. Besides, Anyan (2013) argued that qualitative research allows the researcher to get deep and specific information. It means that the researcher got rich information related to the research topic by using qualitative research.

Moreover, the researcher used descriptive qualitative as the research

design. Descriptive qualitative was a research method that can describe things in detail. Creswell (2012) suggested that descriptive qualitative design is suitable to facilitate a detailed exploration of the participants' experiences. Therefore, the researcher analyzed the students' challenges and the strategies that they faced in speaking using English at ELED of private university in Yogyakarta. Besides, the aim of descriptive qualitative design is for complete clear description of the things that happen (Sandelowski, 2000). It means that the researcher tried to look for a lot of information in this research to get deep information.

Setting of the Research

In the research, the researcher chose ELED of private university as setting in Yogyakarta batch 2015. It was because this department provided the materials in speaking English for the students. The next reason was that the participants have been studying to practice speaking English. Another reason was the researcher knew that students had problems in speaking English based on the researcher's experience in the ELED and the researcher wants to identify the strategies to solve their problems in speaking English..

The research was conducted in the middle of July 2018 and the setting of time for interview was approximately 15 minutes. Then, the researcher asked the participants when they were available, so that the appointment was made. Afterwards, the research was conducted for a month to collect and analyze the data related to this research.

Participants of the Research

The participants of the research were three students of ELED in private university in Yogyakarta batch 2015. Students of batch 2015 were chosen as the sample of the research because the students have been taught the materials in speaking English. In determining the number of participants, the researcher used the opinion from Creswell (2012), it was stated that one of the characteristics in qualitative research is small sample size and there is no definite sample size. It means that having three participants was considered sufficient to obtain data for this research.

The researcher used purposive sampling by setting criteria for the participants by determining what the researcher needed and found people who can to provide the information of their knowledge or experience (Bernard 2002; Lewis & Sheppard 2006, as cited in Tongco, 2007). There were some criteria for the participants of the research. Firstly, students should be from at English Language Education Department of private university in Yogyakarta batch 2015. The reason was because the students of batch 2015 had more time to learn the ways to practice speaking English than the other batches. Besides, the researcher selected them based on the researcher experience that students of batch 2015 had more experiences about the challenges in speaking English and they also have more strategies to improve their challenges in speaking English.

Moreover, based on the speaking score, the researcher chose three female students who had high level of proficiency in speaking skill to know their perception in speaking skill. According to Rahayu (2013), participants of a

research should have same background and one similar characteristic of problems in speaking skills, because it is related to the validity. In addition, The researcher used pseudonyms to keep the participant's confidentiality. The researcher changed the participants' name into Fani as the first participant, Mega as the second participant, and Lita as the third participant.

Data Collection Method

The researcher used interview as a method of data collection. Interview was an method to collect data from the participants. Cohen, Manion and Morrison (2011) suggested that interview is a technique to gather data from the participants by asking questions and get their explanation related to the environment from their perspectives. Gill, Stewart, Treasure and Chadwick (2008) described an interview as a simple tool to explore the views, experiences, beliefs and motivations of individual participants. Moreover, the researcher used interview guideline as an instrument of data collection that consist of the two questions related to the challenges in speaking English and the strategies to cope the challenges in speaking English.

The type of the interview that the researcher used was open-ended interview because the researcher will get clear information of the participants' experience in speaking English. Based on Cohen et al. (2011), open-ended questions are flexible to do and allow the interviewer to clear up any misunderstanding. Thus, when the researcher used open-ended interview, it was a flexible tool for data collection. Besides, a standardized open-ended interview has interview guideline consisting of detail word and sequence of questions (Cohen et

al., 2011). It means that the participants can answer researchers' questions with detail information about their problems which was related to the sequence questions, such as what do you think of your speaking English ability. Then, did you find difficulties in speaking English. Another question is if yes, what are the problems that you faced while speaking English. The next is do you have a special method or strategy to solve your problems in speaking English. And the last question is what are strategies do you use to solve your problems in speaking English.

Data Collection Procedure

There were several ways to create interview in data collection procedure, including the first is the researcher prepared the interview guidelines to gain deeper information in the beginning of the data collection method. The second was the researcher asked the participants whether they were available or not to conduct the interview. Then, the researcher and the participants made appointment before doing the interview. When the participants agreed with the schedule, the researcher chosen this participant to create an interview of this research.

The interview took around fifteen minutes for each participant. The researcher conducted the interview for the participants in the building of ELED faculty. The researcher used Indonesian language to do interview for the participants because Indonesian language was a mother tongue or first language for them. It made them easier to explore the information. Then, the researcher used voice recorder to record the information given by the participants. Besides, the researcher wrote the information using the original language that was *Bahasa*

Indonesia. The next step was analysed the data. In this steps, the researcher transcribed the participants' question using words or sentences after they had finished answering the questions in the interview. Creswell (2012) argued that the researcher transcribed the participants' questions by using the words, phrases, and sentences. The final step was that the researcher interpreted the information that was appropriated with what participants had been said.

Data Analysis

In data analysis, the resarcher divided the data from the participants in several steps. After collecting the data from the participants' statement through interview, the researcher transcribed the interview result from the participants' statements from data recorder and the reseacher also wrote the participants' statements. Based on Cohen et al. (2011), transcribing is the process to write down what the participants said in recording in order to gain the participants' responses. After that, the researcher conducted member checking in order to prove the validity of interview when the researcher finished do the transcripts. Member checking was important because it could checked the accuracy of the data in interview report. Creswell (2012) found that member checking is a process to check the accuracy of the data that the researcher asks each participant. The next step did by the researcher was translated the data related participants' answer.

Furthermore, the researcher used coding to make the result of the report to analyze the data. Kerlinger (1970) argued that coding is the interpretation in reponses of the question and respondents' explanation to specific categories for the purpose of analysis. It means that the researcher used coding in order to get

the specific categories of the participants' explanation. Added by Cohen et al. (2011), coding is a way of evaluating and organizing the data to understand meanings in text and helps the researcher identify categories and patterns. It means that coding was the process where the researcher gave a name or label of the text into pieces of text or specific categories.

There were four steps in coding that was open coding, analytical coding, axial coding, and selective coding (Cohen et al. 2011). The first was open coding. According to Cohen et al. (2011), open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph. In doing open coding, the researcher categorized data and gave labels such as poor pronunciation, interference of first language, lack of grammatical structure, fear in making mistake, and lack of confidence. Another labels are practicing debate, sharing with friends, asking for feedback from friends and teachers, practicing in speaking English everyday, listening to music, watching movie, and looking up the dictionary and practicing the pronunciation. The second was analytical coding. This step will obtain from the theme or topic of the research (Gibbs, 2017). In doing analytical coding, the researcher translated the participants' statement. Then, the researcher gave theme or topic to be translated into English because the language used in interview was *Bahasa Indonesia*. The next was axial coding. Cohen et al. (2011) argued that axial coding connects to the codes and subcategories into a larger category of common meaning that is shared by group of codes in question. In doing axial coding, the researcher made two categories namely challenges in speaking English and strategies to improve those challenges

in speaking English from each participants' statement in tables and put the data among two codes like open and analytical coding that were suitable with the categories. The last was selective coding. Selective coding identifies the core categories of text data, integrating them to form a theory (Cohen et al. 2011). In doing selective coding, the researcher identified the categories related to the research question.

Trustworthiness

Validity and reliability should be applied in qualitative research because these concepts were to know how true the result of the research. In doing qualitative research, the concept of trustworthiness was applied in this research. Lincoln and Guba found that there are four main categories of trustworthiness in qualitative research, including credibility, transferability, dependability, and confirmability (as cited in Thomas, 2006). Credibility describes the confidence of the researcher to give her or his belief in determine the result of research findings (Holloway & Wheeler, 2002; Macnee & McCabe, 2008). Transferability refers to how far the research findings can be used in other studies (Bitsch, 2005; Tobin & Begley, 2004). In addition, it needed dependability. According to Bitsch (2005), dependability explains "how the research findings can be repeated over time". The final category is confirmability. Baxter & Eyles (1997) mentioned that confirmability is about how the research findings can be reinforced by other researchers.

The researcher used one of the four main categories of trustworthiness in this research, that was credibility. There were several ways to make sure the

trustworthiness by using credibility. One of the ways of credibility checking was member checking. Thomas (2006) mentioned that member checking is a beginning process of the participants' answer to be examined through the transcripts of interview. In doing member checking, the researcher met each participant and confirmed the answer that was recorded before. In this process, the researcher confirmed with participant that the answer they have recorded are real and true.. Therefore, the researcher used member checking as a means to maintain the credibility of the research as part of determining and ensuring the trustworthiness of this research. As a result, the participant added their answer clearly about the strategy to improve speaking skills. Therefore, the data obtained was clear.

Interpreting Issues

The researcher used interview to collect the data of the participants. The purposes of this research was to find out the challenges in speaking using English and the strategies used by students in the ELED of private university in Yogyakarta to overcome their challenges in speaking using English. In the process of interview, *Bahasa Indonesia* as mother tongue was used by the researcher. The reason was because using *Bahasa Indonesia* provides detailed information from the participants. Thus, it was easier for the researcher to collect the data from the participants.

Once the data are transcribed, then it would be translated into English and interpreted as well. Ra and Jemina (2013) mentioned that interpretation is a process of communication to get deeper understanding in different language.

During interpreting process of different language from *Bahasa Indonesia* into English, the researcher interpreted and translated by itself. To reduce wrong interpretation, the researcher consulted and discussed the result of interpreting and translating the data to the English lectures as the supervisor to guide the process of data interpretation. Therefore, the researcher can maintain the original participant's statement.