

## **Chapter Three**

### **Methodology**

This chapter discusses the methodology used by the researcher in this research. There are six sections explained in this chapter namely research design, research setting, research participants, data collection method, data collection procedure, and data analysis. Several theories are also included in this chapter to support the methodology in this research.

#### **Research Design**

This research aims to investigate students' perception on doing oral presentation in English learning at an Islamic Private University in Yogyakarta. Besides, the researcher would like to know about the benefits and the challenges faced by students when doing a presentation. This research adopted a qualitative research. According to Lincoln (1998), qualitative research is a method emphasizing the clear explanations of collected data. Also, Creswell (1994) argued that "qualitative approach is an emerging design. An emerging process indicates that the intent or purpose of a research, and the questions asked by the researcher may change during the process of inquiry based on feedback or responses from participants" (p.130). Thus, the researcher used qualitative research to explain the obtained data more clearly, and the data should be accurate in order to create the categories for each datum.

For this research, the researcher chose descriptive qualitative design. Descriptive qualitative design is utilized to report the findings that present in documentation of events quotes, samples, and articles (Wilson, 1998). Creswell

(2012) added that descriptive qualitative design can provide the first review of the outcomes of the research, and scanning the results can provide an understanding of the responses of all participants to the outcome measures. The researcher chose descriptive qualitative design to explore the students' perception in doing oral presentation in English learning because researcher wanted to get detailed answers. For the reason, if there were still less obvious answers, it could be asked again to the participants in order to get clearer answers.

### **Research Setting**

The researcher conducted this research at ELED of an Islamic Private University in Yogyakarta. There were two reasons why the researcher chose this research setting as a place to conduct the research. First was because the researcher found the real phenomena as face the student difficulties in public speaking and some experiences as the student difficulties in doing oral presentation at university when she studying there. Second was the researcher chose this place because the researcher thought that ELED was accessible for the researcher to collect data. The researcher would get the data more easily from the participants who had experiences in doing oral presentation and public speaking in English. In addition, the researcher conducted this research in academic year 2017-2018. This research was started in the beginning of December 2018 and finalized on March 2019.

The researcher looked that most of the lecturers who teach at ELED are ask the students to do a presentation or public speaking in front of the class in every meeting. Regarding the researcher's experiences, there were several courses which had been applied in oral presentation technique in learning process. Those courses

were listening and speaking for career development, issues teaching and learning, principles of teaching and learning, teaching English for foreign language, language assessment and evaluation, and others.

However, in this research, the researcher only took one specific course, Principle of Teaching and Learning. This course is one of the courses which learn the theories used in language learning, and it can also measure the students' competency in mastering speaking ability. The researcher chose this course because based her experience, the course focused on the use of oral presentation techniques specifically to find out students' speaking abilities in teaching English.

In every meeting, the teachers asked the students to do class oral presentation in groups. Besides, the teacher also asked the students to do oral presentation in individual as the final assessment of the semester. Additionally, this course required the students to do a presentation in English learning related to this research topic to be researched. For instance, the researcher found that there are some students doing oral presentation in individual or group. They seemed nervous, afraid and not fluent in speaking English.

### **Research Participants**

The participants of this research were four students of ELED batch 2017 at an Islamic private University in Yogyakarta. The students of batch 2017 were chosen as the research participants because they had studied and were undergoing Principle of teaching and learning courses in this semester (odd semester in academic years 2018/2019). Also, the researcher thought that the students of batch 2017 had fresh experience and ability in conducting oral presentation.

The sampling technique used in this research was purposive sampling. Cohen, Manion, and Marison (2015) stated that “purposive sampling is used to access knowledgeable people in particular issue” (p.156). Besides, purposive sampling was suitable for this research because the students who were chosen as participants should have some of criteria which the researcher might fulfill. For instance, some students were chosen by the researcher to be the participants based on some criterias. Firstly, the students had experience in doing oral presentation technique in the course. Secondly, the students had passed the principle of teaching and learning course. Also, the students were the recommended students from the course. In addition, the teacher chose the students based on the assessment of learning outcomes obtained by students for one semester. The number of participants in this research was four students which consist of four females from class A and B. In class A, the participant’s name is Wingky and Dipsy, and also in class B the participant’s name are Lala and Poo.

### **Data Collection Method**

To answer the two research questions, the researcher used interview as a method of data collection. The interview was given to four chosen students as the participants of this research. McNamara (1999) stated that the purpose of interview is to collect the data deeper from the participants including their belief, point of views and experience, and interview is particularly useful for getting the story behind participants’ experience.

The type of interview used by the researcher as research instrument was standardized open-ended interview. Characteristics of the standardized open-ended

interview are the exact wording and sequence of questions determined in advance. All interviewee are asked the same basic questions in the same order (Patton, 2011). The researcher chose open-ended interview because even though the questions were in standardized open-ended, interview could be scripted, and the participants usually did not know what the contents of the response to be asked were.

There are three kinds of items which are used in research interview namely fixed-alternative, open ended items, and scale (Kerlinger, 2011). For this research, the researcher chose open-ended item as the construction of schedule. Open-ended item is to supply a frame of references for participants' answers but to put a minimum restraint on the answers and their expressions (Kerlinger, 2011). Open ended item in construction of the schedule has several advantages, and it is flexible and easy for participant to clear up the response when there is misunderstanding. Also, it can help to establish rapport of the research and others.

For the question formats, the researcher chose indirect or general form as the question format. By making the purpose of question less obvious, the indirect format is more acceptable to produce natural and open response (Tuckman as cited in Cohen, Marion,&Marison, 2011). Therefore, the researcher selected indirect question format because the researcher would like to advance pure and authentic information based on participants' experience and knowledge without in fluency them. Furthermore, each question should be answered by the participants.

There were several ways in answering the questions. In this research, the researcher utilized unstructured response as the respond modes. Unstructured response is the response that allows the participants to give their answers in whatever

way they want say. The response modes are generally in written text. If the participants write down text as the response, the researcher has got an unstructured response format. From the statement mentioned, those response ways can vary from short comment boxes to the transcript of an interview. (Tuckman in Cohen et al., 2011).

### **Data Collection Procedure**

In order to achieve this research successfully, the researcher did several procedures in collecting the data. Those procedures included in this research were related to the research. For more detailed explanation, it is explained in the following paragraphs.

The researcher prepared an interview guideline to help the participants to do an interview toward the topics and issues discussed with the participants. In this research, the researcher made an interview guideline by her own self. After the researcher had done to make an interview guideline, the next step was making permission with the students as participants to do the interview. In this step, the researcher made an appointment using Whatsapp message. Then, the researcher contacted the participants using Whatsapp message by making group chat and asked them to be ready to have an interview. The next step was deciding the place and time to do an interview. The place and time for this research were flexible, and the participants could decide the place and time which they wanted to do an interview. Thus, the researcher gave 15-30 minutes to participants in conducting the interview in order to make sure that the questions and answers were all clear.

The researcher and participants did the interview using Indonesia language. Although the participants were English language students, the researcher kept using Indonesia language when doing interview. Indonesian language was used in interview session because it made the participants and the researchers feel easier to communicate. Also, the participants could get easier understanding and make them answer the correct answers freely. The tools used between the participants and the researcher during the interview were interview guideline, mobile phone, notes, and stationary. Mobile phone was used to record the interview while notes and stationary were used to make the additional points of each question answer. Hence, each participant had fifteen until thirty minutes in answering the questions of the interview.

In this research, the researcher had some questions attached in interview guideline. Interview guideline is a sheet which includes several questions delivered by the researcher to the participants. This sheet was prepared to help researchers more specifically to provide questions to participants. In this research, the researcher asked a number of questions about how often the participants do oral presentations, what things were obtained after doing it, what problems were often faced, and what factors made them feel difficult in conducting oral presentation.

## **Data Analysis**

After gathering the data, the researcher analyzed the data. Data analysis could be defined as systematic process to analyze data which had been collected. Wiersma (2015) stated that the analysis in qualitative research is a process of categorizing,

describing, and synthesis. Also, reduction of data is necessary for the description and interpretation of the phenomenon under research.

The first step of analyzing the data was transcribing data. Transcribing has the same sense with transcription. Transcription is contextualized, abstracted from time and place, the dynamic of the situation, the live form and the social, interactive, and dynamic and fluid dimensions of their source (Cohen, Manion, &Marrison, 2011). In transcribing data, the researcher changed the result of interview from the form of recording to become in the description of text. Besides, the researcher should identify the name of each participant. In this section, the researcher covered the identity of each participant. From the statement mentioned, when the researcher transcribed the data, the researcher disguised the name of participants to be pseudonyms to keep their identities such as Mawar, Melati, Dahlia and others. A pseudonym is used in this research because the researcher intends to keep personal information of the participants. A pseudonym is unreal name which is often used by the researcher or writer to personally keep participants' privacy.

The second step was member checking. In qualitative research, a member checking is known as informant feedback or participant validation which is a technique used by researchers to help improve the accuracy, credibility, validity, and transfer ability (Cresswell, 1994). Data or results were exchanged to participants to check the accuracy and fullness with their experiences. The purpose of member checking was to confirm and correct the answers of participants which had not been clear and understood in getting the point of view. The researcher did a member checking after finishing the interview and transcribing the data. The researchers sent



a file of interview transcript to every participant through Whatsapp and asked the participants to check the validity and reliability of the information that they gave in interview section. Then, the result of member checking was accepted and there were not additional information about their perception in the use oral presentation technique, and all participants agreed with the result. After member checking, the researcher continued analyzing the data by doing coding. Coding was a step which determined the conclusion of collecting data.

The last step after transcribing data and member checking was doing coding. Coding is the translation of question response and participant information to specific categories for the purpose of analysis (Cohen, Manion, & Marrison, 2011). According to Saldana (2009), the purpose of coding is to provide readers sources, descriptions, examples, recommended applications, exercises for coding, and further analyzing qualitative data. Seidel and Kelli (1995) suggested that code can indicate a text, passage, or fact, and it can be used to construct data networks. Saldana (2009) also stated that coding is a technique that researchers do to get conclusions and facts in order to get the results in a qualitative data analysis as a technique to draw conclusions on the data obtained.

Saldana (2009) stated that there are several steps in coding namely preparing the raw data to verbatim, compacting the facts, preparing the probing to deepen the data, collecting the similar fact, deciding categorization, and building concept and narrating the data. For each detailed explanation, each part is explained in the following paragraphs.

**Preparing the data to verbatim.** Verbatim is to convert the original data into a text. In this qualitative research, the researcher used interview when collecting the data. From the statement mentioned, the result of the interview in the form of a recording was changed into a text and must be in accordance with the original. Based on Saldana (2009), the data that will be coded are the original data that are already in text of words or sentences form. In verbatim, the data include the conversations form because those data are original form of recording as an interview recording. In verbatim, the researcher must give the code for the interviewer (X) and for the participant (Y).

**Compacting the facts.** The next step after verbatim is compacting of facts. The compacting of facts aims to obtain the simpler facts from collected data. Another sense of compacting facts is to summarize and change verbatim into a few more simple statements. According to Saldana (2009), compacting facts is used to make it easier for the researchers to get meaning from a sentence given by the participants and change it into words, phrases, or good sentences. In compacting facts, the researcher change verbatim to the simpler text without changing the sense of response of participants. After compacting fact, the interpretation process would be carried out. Interpretation is to summarize more brief statements that exist in the compaction of facts. Thus, interpretation aims to take the most important point or the most accurate answer from participants when collecting data. Interpretations sometimes only consist of 3-5 words only.

**Preparing the probing to deepen the data.** In this step, the researcher made a small note containing some follow-up questions given to the participants. The

purpose of this step was to obtain and explore answers to be more specific. This coding step could add to the creativity and uniqueness of the answers of the participants. Saldana (2009) explained that probing is done to get cross-check data to participants with the aim of the facts obtained to be more accurate and in-depth.

**Collecting the similar facts.** Collecting similar facts was done after the researcher had done data interpretation. Collecting similar facts is collecting the same answer points from different participants' answers. This step was done to facilitate researchers to categorize the data. The collection similar facts focused on some of the same answers from the interpretations previously made. The answers of all participants who had similarities or close must be made one point in order to limit the answers of participants.

**Categorization.** Categorization is grouping some of the same answers which have been obtained from the collection of similar facts (Saldana, 2009) . In the categorization, the same answers in collecting similar facts should be one group. In this section, the researchers are suggested to be more thorough and careful in grouping similar facts. In regards to the statement mentioned, if researchers are not careful and cautious in categorizing similar facts, the researchers will find difficult data in order to find answers from the research questions that have been made.

**Narration.** The last of coding step is narration. Narration is made from the categorization. Narration is defined as forming the result of data processing into a clear narration. In this step, the researcher should report the results of the research in the form of narration of text. Thus, the researchers are asked to create a report which comes from coded data.