Chapter Three

Research Methodology

This chapter discusses the methodology of this research to answer the research questions presented in chapter one. This chapter consists of research design, research setting, and research participant. This chapter also explains data collection technique and data collection procedure. Besides, this chapter shows how to analyze the data.

Research Design

The researcher used the qualitative approach. The qualitative approach is a research method which investigates a problem and develops a detailed understanding of a phenomenon from a small number of individuals to obtain their view points (Cresswell, 2012). It was used because the study aimed to find out the students' perception towards the teaching technique used by the teacher to teach speaking skill. The qualitative approach is suitable to investigate the participants' view. The qualitative approach applied for this research in order to know the techniques used by the teachers to teach speaking skill at Private University in Yogyakarta and to find out students' perceptions on the techniques used by teachers to teach speaking skill at Private University in Yogyakarta. In this research, the participants defined their impression in joining speaking class activity that used different techniques. According to Creswell (2012), the qualitative need the experience in the field where they practice to collect the information of the setting and learn the skills of observed or interviewed individuals. It means that the researcher tried to elaborate the common phenomenon and issue in the field.

Besides, the researcher also used descriptive qualitative as a research design of this study. According to Merriam (1998), a descriptive research in education is describing in detail the phenomenon under study. In descriptive research, the researcher described the incident or the

situations in general. The reason why researcher chose descriptive qualitative was because the researcher wanted to know in detail about the techniques used by the teachers to teach speaking skill. Thus, the researcher can explore students' perception related to this research topic.

Research Setting and Participants

In this section, the researcher explained the place and time to do the research. The researcher also delivered the reasons for choosing a place. After that, the researcher also explained the participants of this study.

Research setting. The researcher conducted this study at English Language Education Department of Islamic private university in Yogyakarta. The reason why researcher chose Private University in Yogyakarta was because there were kinds of techniques applied in teaching speaking class. Besides, there were some courses related to speaking skill offered by this department. So, the researcher wanted to explore students' perception about joining the speaking class activity with different techniques used by teachers. Besides, because the researcher was a student of this university, so it was very useful for researcher because it can be easy to find the participants and easy to meet and do the interview. In addition, the researcher was familiar with the place and knew the strategic place in doing research. It helped the researcher to find information for further research. That was all the reason why Islamic private university in Yogyakarta selected for conducting this research.

The researcher started from collecting data until analyzing data within eight months. The proposal of this research was completed in the beginning of January 2019 in which it spent four months from the beginning of this research. In addition, to collect the data, the researcher spent two months. The researcher started to collect the data in the middle of January 2019 and analyze it in the middle of February 2019. Finally, the reporting of the research finding was completed in

three months. The researcher arranged the report of the findings in the beginning of March 2019 until the end of May 2019. Thus, this research completed and presented in defense in the end of June 2019.

Research participants. The researcher chose the students of ELED of Islamic private university in Yogyakarta as the participants of this research. The sampling strategy used in this research was one of the types of non-probability sample that was purposive sampling. According to Cohen, Manion, and Morrison (2011), purposive sampling was used for the specific purposes. The researcher used the purposive sampling because the researcher chose the participants with several purposes or conditions. The participants should have many experiences in speaking classes, so they can give much information needed in this study.

Furthermore, the researcher decided to select the students batch 2016. The researcher believed that the students batch 2016 had many experiences in joining speaking class activities using a variety of techniques from lecturers. The students batch 2016 had experience in joining speaking class since semester one up to semester four, so they had experience in joining speaking class with different techniques used by teachers around two years. The researcher believed that experiencing learning using techniques in speaking class for two years was enough because the students know the situation and the phenomena about teaching techniques that teacher used in speaking class processes at Islamic private university in Yogyakarta. Besides, students batch 2016 had different experiences and opinions about the techniques used by lecturers in teaching speaking classes. Therefore, they can be participants in this study because they had characteristics suitable for this research such as the participants should have experience in joining speaking class around two years. Besides, the participants of this research also should

have the ability in speaking skill, so the researcher was easy to explore their perception related to this research.

The researcher chose four students of Islamic private university in Yogyakarta batch 2016 to collect information or data related to the topic. Participants of this research included a male and three females. The researcher presented these participants in pseudonym. The pseudonym was a non-real name of the participants written in this study in order to hide their identity because the participants' identity was confidential (Cresswell, 2012). It was used to hide the real identity of the participants and minimize the risk of publishing the participants' identity. Thus, the researcher used the name Wiwi, Widi, Wati, and Wandi for the participants of this study. Cohen *et al.* (2011) argued that in the qualitative research design, the researcher took the sample of the basic problem that related to the research for the specific needs. The researcher argued that these participants had a lot of experience in following the speaking class with the various techniques. So, from their experience researcher can easily explored the information about the topic more deeply. The researcher chose four students based on their agreement to be the participants of this research.

Data Collection Technique

The technique used by the researcher in gathering the data was interview. Kitwood (1977) as cited in Cohen *et al*. (2011) stated in the interview process, participants would answer or explain a question in different ways. So, researcher got more information from some participants interviewed because each participant had different answers or different views. It is in line to Cohen *et al*. (2011) that interview was a process of flexible data retrieval, because it facilitated the participants to use verbal, non-verbal, spoken, and heard. Therefore, participants can answer the interview questions freely without any specific restrictions. The researcher

believed that the interview can help the researcher to collect the information from the participants' perception about the teaching techniques used by teacher at Islamic private university in Yogyakarta.

The researcher used standardized open-ended in the process of interviewing participants. According to Cohen *et al*. (2011), standardized open-ended asked the participants the same basic questions in the same order. Thus, the researcher can know the detail information from the participants about exploring students' perception on the teaching techniques. Besides, the participant can answer the questions deeper because there was no limitation in the interview session.

In the process of gathering the data, researcher used question format of indirect approach. Tuckman as cited in Cohen *et al*. (2011) stated that using an indirect question format can make participants answered the interview questions more honestly and openly. The last was response mode. The researcher used unstructured as the response mode. Cohen *et al*. (2011) stated that unstructured response would be let the participants answer the questions in their own way. It means that with this unstructured response, the participants were not constrained by any rules in answering interview questions.

In order to interview the participants, the researcher used the interview guidelines. The interview guideline was a note to guide the interviewer in delivering the question while interview (Cresswell, 2012). The interview guidelines also used the open-ended question. Open ended question was flexible and helped the interviewer to obtain more depth information (Cohen, Manion, & Morrison, 2011). Thus, the participants can answer the question according to their own perception. The question of interview guideline was relevant to the theories in the literature review of this study. There were four main questions in the interview guideline. First, the

researcher asked the teaching techniques used by the teachers as experienced by the students during learning in ELED. Second, the researchers asked the implementation of each technique used. Third, the researcher asked the challenges faced by the students in those techniques. Lastly, the researcher also asked the benefits of each technique used. These questions are delivered to the entire participants sequentially.

Data Collection Procedure

The researcher interviewed the participants with some questions related to students' perception on the techniques used by teachers to teach speaking skill. First, the researcher prepared some questions that were interviewed to the participants, so the interview questions had been neatly arranged. Then the researcher looked for participants who were considered to be participants for the research. After that, researcher asked their consent to become participants of the research. Since the participants agreed, then the researcher asked time to do the interview. So, the researcher asked for their free time to do the interview by texting the participants using mobile phone. To support the interview process, the researcher prepared some tools used such as voice recorder by using mobile phone, paper to take a note if nedeed, and pen. Once everything had been prepared, then the interview can be implemented. The process of collecting data through the interview held at Islamic private university of Yogyakarta on Sunday, August 16, 2018 in the building "D" on the 4th floor.

In addition, researcher used *Bahasa Indonesia* in conducting interviews to the participants. Researcher used *Bahasa Indonesia* with the purpose that participants in the interview can understand clearly what was being interviewed. So, the participants can answer the questions more deeply. Therefore, it also helped the researcher to make the transcript of the result of interview. Besides, the interview processes were last for approximately 15 minutes each

participant from this research. Thus, researcher can freely in repeating questions that had not been answered by the participants.

Data Analysis

Researcher analyzed data obtained from four participants. These participants were interviewed, and then the information or data that had been collected through the interview process were analyzed with several stages. According to Saldana (2009) that data already in the form of words or a set of altered marks in sentences that can provide both visual and language representations. Therefore, the first thing that researcher done was writing all the recording contents that had been obtained from participants which called data transcribing. Then, researcher transcribed interview results in accordance with the original recordings without editing or altering the contents of the recording obtained from interviews to the participants. It was called by verbatim. It was related to Saldana (2009) that researcher needed to prepare full of interview transcripts of the sound recording into a group certain sentences of the original audio from the interview. To facilitate researcher in analyzing the data, the researcher changed the oral data into written data.

After done with the verbatim, then the researcher arranged the facts. In arranging the facts, the researcher changed the verbal sentence of the participants into well-ordered sentences without altering the meaning of the contents. Saldana (2009) argued compacting facts reflects fact indeed, not the conclusions of the researcher. Compacting facts can assist researcher in understanding the meaning of sentences from participants more easily. Then, the researcher checked the validity of the data. In the validity test, the researcher did the probing. According to Saldana (2009), probing was does to get crosscheck data to the subject with the aim that the facts

obtained more accurate and deep. The researcher conducted probing to check whether every point given by the participants has answered the question correctly or not.

The next stage, researcher gathered similar facts. According to Saldana (2009) that the purpose of gathering similar facts was to know the quality of facts which have been obtained from the process of interview. So from gathering similar facts, researcher knew the similarity of facts from some participants who answered questions with the same opinion, this can help researcher in writing or narrate the results from interviewees. After researcher knew the similar facts, then the researcher did the categorization. Researcher put the similar facts into one table to make the researcher easy in analyzing the result of interview. Saldana (2009) stated categorization is the process of building theory in a way constructivistically. The last thing the researcher did to analyze the data was narrating the result. It was the last steps called as finding. In this section, the researcher collected all the results of interviews in the form of facts or inventions into a narrative. Thus, the process of categorization in this study was called as coding analysis. The steps of coding were open coding, analytical, axial coding, and selective coding as explained above.