

Methodology

Chapter Three

This chapter explains the research methodology used in this study. There are five sections explained in this chapter. The first section is research design which explains about the design used by the researcher. The second section is research setting and participants which includes the time, places, and participants. The instrument of the study is elaborated in the third section which explains about the instruments used in this study. In the fourth section, the elaboration on the technique will explain how the researcher gathers the data. The data analysis is the last section of this chapter which explores about how the data are analyzed.

Research Design

This study is aimed to find out about the students' perception on the contribution of English speaking mastery for their future career. This study was conducted through qualitative research. Qualitative research is appropriate for this research, because qualitative research gives the idea to address research problems with unknown variable and need to explore. According to Creswell (2012), qualitative research is highly suitable to address a research problem which contains unknown variables, and it needs to explore a problem from the phenomenon. By using qualitative research design, the researcher could explore and investigate the problem to attain in-depth information from the phenomenon that happened in the ELED department. Also, the researcher used words for data collection to describe the finding of the data. Creswell (2012) also argued that the major characteristic of the qualitative research is the use of words for collecting the data.

In addition, to be more specific, the researcher implemented descriptive qualitative approach. Besides, qualitative descriptive approach data is not in the form of numbers, but words and images. Creswell (2009) argued that descriptive qualitative research aims to explore a phenomenon which is also supported by the researcher to improve a level of precision by direct involvement in the real experience. Moreover, the data described and interpreted the phenomenon that appeared. The researcher uses descriptive qualitative approach because it is natural and easier to practice. As stated by Merriam (1998) the product of description of phenomenon under study. This means that the researcher can get information deeply through descriptive qualitative design.

Research Setting and Participant

In this part, the researcher explains about the setting and the participants of the study. The research setting will explain where the research will be conducted. This part will explain the participants who are involved in this research to help in discovering the findings. The researcher will also give the reasons why the researcher chooses the setting and the participants.

Research setting. The research was conducted at ELED at one private Islamic university in Yogyakarta. The research was conducted from November of 2019. There were some reasons why the researcher conducted the research in the particular setting. The first reason is that the researcher sees the problem on students' contribution of English speaking skill. The second reason why the researcher chooses ELED as the research setting is because it is one of the English majors in Yogyakarta. The researcher would find it easier to talk to department staffs and the students to ask permission in conducting the research regarding the perception toward future career since the environment has been familiar with the English atmosphere. The last reason is that the researcher is an ELED student. That way, it can give the researcher more

access to do the research. Furthermore, the researcher will find it easier to collect data from the students in the same department. Therefore, the researcher could gain good outcome of data from ELED students.

Research participants. The researcher chose six ELED students of batch 2015. The researcher choose batch 2015 because they have been studying about English speaking materials and they had also conducted internship programs. Therefore, the students of ELED have some knowledge and experience to tell the researcher regarding the students' perception on the contribution of English speaking skill mastery on their future career. The researcher choose six participants based on the recommendation of the ELED department lectures as four from the participants have good speaking skills and two of the participants are less fluent in their English speaking skills. By having six participants, it is enough for the researcher to attain valid data. According to Cohen, Monion, and Morison (2011), qualitative research does not have limitation of participants to find the objective, and the number of participant depends on the researcher's needs as long as they can answer the research questions clearly.

Furthermore, the participants of this research consist of two male and four female students from the English language education department. The names of the participants are not mentioned. Pseudonym that are used to name the participant used for this research are Ningsih as the first participant, Sekar as the second participant, Natasha as the third participant, Cika as the fourth participant, Bimo as the five participant and Bayu as the sixth participant. The four participants, namely Ningsih, Sekar, Natsha and Bayu are participants who are good at speaking skill. The two of them Cika and Bimo who do not have good speaking skills.

Data Collection Technique

In this research, the researcher chose interview as the data collection method. Besides, interview is suitable to collect the data in this research because the researcher wants to find out about the participants' interest in their perception with in-depth information. Cohen, Manion, and Marrison (2011) asserted that the interviewer cannot manipulate the data of participants about interpretation of the words, and the participants can express the situation from their point of view towards their knowledge through conversation and communication. Also, by using interview, the researcher can be more comfortable because it is more flexible. The researcher can choose where, when, and how the data is collected. The statement mentioned is in line with Cohen, Manion, and Marrison (2011) who stated that "interview is a flexible tool for data collection enabling multi-sensory channels to be used; verbal, non-verbal, spoken, and heard".

To gain the data from the interview, the researcher needed to hold an interview with the participants. Moreover, the researcher used research instruments to support gaining data from the participant. The main instrument is interview guidelines. The interview guideline fulfilled the research question that the researcher wants to ask to the participant. The researcher needs the instrument of interview guidelines to gather the data, and it can help researcher to gain the information or data. An interview guideline was used to ask the participants during interview. The second instrument is audio recorder. Specifically, the researcher used a mobile smart phone as recording tool to get the information by recording the conversation in the interview section. Besides, the researcher was using field notes for the instrument. Likewise, the researcher used the notes to make sure the question lists are ready to be asked to the participants. Thus, the field notes were used by the researcher to write some important points related to this research.

The researcher used standardized open-ended interviews because the participants are asked the same basic questions. Cohen, Manion and Marrison (2011) stated when the

participants respond to similar questions, there would be growing comparability of replies, and the data are comprehensive for each person on subjects spoken in the interview. The researcher used open-ended items for constructions of schedule for the interview. That way, using open-ended items will make the participants feel free to answer the questions, and they do not have any limitations to answer the questions. According to Cohen, Manion, and Marrison (2011), open ended questions will give a permission for the interviewer so that the researcher might go more in-depth to gain the data if the interview is clear up and misinterpreted.

Data Collection Procedures

To collect the data, the researcher had an agreement and appointment with the participants about the date and place of the interview. The researcher contacted the participants using media message applications such as BBM, Instagram, and WhatsApp. Then, the researcher asked the students whether or not they are willing to be a participant. Also, the researcher informed the students about the location for conducting interview at UMY. Furthermore, the interview will take two weeks to collect the data from the participants.

For the next step, the researcher will conduct the interview with the participant. The researcher prepared the interview with the participant. Fowler (as cited in Cohen et al, 2011) argued that before conducting an interview, the interviewer should explain to the participant about what will happen, how the interview will structured and how the interview will be organized. Then, the researcher will tell the participant the purpose of the interview. Based on Tuckman (as cited in Cohen et al., 2011), the interviewer should tell the purposes of the interview to the participant. Therefore, the participant would not experience any misunderstanding during the interview.

During the interview, the researcher used Bahasa Indonesia to make the interview understandable to both the researcher and the participants. Also, by using Bahasa Indonesia, the researcher can be easier to collect the data of the interview. Besides, the participants can answer the questions easily through Bahasa Indonesia because it is the participants' and the researcher's mother tongue. By using Bahasa Indonesia, the researcher believes that the researcher will gain more in-depth information. The researcher was using a mobile phone as a tool to record the conversation during the interview. The interview took 20-30 minutes for each participant. Hence, during the interview, the researcher also used notes to write the important matters in order to avoid a misunderstanding of data.

Data Analysis

After collecting the data from the participants by doing one-on-one interview, the research divided the data from the participants into some parts. First, the researcher did the steps of analyzing the data starting with transcribing the interview from six participants from data recorder. Creswell (2012) stated that transcribing is done to write what participants say in the form of words in the interview and transform it into a written form. Transcription is also the process of converting audiotape recordings or field notes into text data. This method helps the researcher to analyze the data accurately because the data interview from participants is recorded. Then, the researcher did a member checking to the participants to make sure there is no mistake on the transcribing. Next, the researcher did member checking by sending all participants through WhatsApp. After that, the researcher received a text message from all the participants. They argued that they agreed about their statement in the data transcription result and they do not found any manipulation of data.

After transcribing the data and deciding on which information can be used, the next step was coding the data. "Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data" (Creswell, 2012, p.243). In addition, the coding process are divided into three parts. There are open coding, axial or analytic coding and selective coding. The first part is open coding. In the open coding, the researcher the researcher labeled the data which answered the research question. Cohen, Manion, and Morrison (2011) pointed out that open coding is usually the earliest of the initial coding form undertaken by the researcher. Then, the researcher will describe and categorize it in a simple lable. In the second part the researcher continued the result of open coding to analytical coding or axial coding. In this step, the researcher catagorized the result of open coding into tables that have been made. Cohen, Manion, andMorison (2011) stated that "Axialor analytic coding is a category label ascribed to a group of open codes whose referents are similar meaning" (p.561). The last part of coding is selective coding. Selective coding is almost the same as axial coding, but the researcher is more selective when choosing the category. The process of selective coding was related to the findings of this study. Besides, the researcher decided the categories which were suitable to this research. Also, in selective coding the researcher compiled it into one sentence to make them finding. According to (Cohen, Manion,& Morison, 2011) selective coding identifies is the core categories of text data, integrating them from a theory to finding. The last part is the researcher report the data, in which the reseacher analyzed data and described the findings. Then, the researcher reported the data with a conclusion and recommendation related to the study