Chapter Three

Methodology

This chapter presents information regarding the process of writing research design and the reason of choosing the design. Research setting and participant is used to know setting and the participant in the research. Data collection helps the researcher to explain the way the data are gathered. The last is data analysis method which is used to analyze the result after collect the data.

Research Design

This study aims at investigating the impact of Teacher's Talk Time on Student motivation to Practice Speaking in The Classroom at EED UMY batch 2015. Hence, the researcher required qualitative design to conduct her research.

The researcher used descriptive qualitative research in this study. Creswell (2012) asserts that qualitative research is the best method to address the research problems of phenomenon. The phenomenon talked about the impact of Teacher Talk related to the student motivation in practicing speaking at EED UMY. Creswell (2012) also points out that to address the research' problems, it is actually needed to explore more detail information from participants. Sugiyono (2005) investigates that qualitative research is used to get deeper data which contains meaningful data. Qualitative research does not emphasize on the information from the generalization answer but it emphasizes the meaning.

The researcher's reasons chose qualitative design was categorized into three points. First, the researcher looked for rich information from the

participants. Qualitative research provides much information from the participants. The researcher could get the information by giving interview session to the participants and followed up question. The researcher make follow up question if the participants' answer does not clear. The reseacher did follow up question. This information was related to the student motivation in practicing speaking so the researcher chose qualitative design to dig in depth information from the participants.

Second, it needed emotional bond between the researcher and the participants. The contribution emotional bond between the researcher and the students could express their answer and give much information to the researcher easily, especially participants' answer about the impact of teacher talk time on student motivation to practice speaking in the classroom.

Third, Creswell (2012, p. 131) investigates that "qualitative research intent to explore or understand the central phenomenon with specific individuals as a certain research site. It means that the researcher is easy to get real information because the participants know central phenomenon that concern in how the Teacher's Talk time affect student motivation to practice speaking in the classroom.

Research Setting and Participant

Research Setting. The object of this research is English Education students at English Education Department Universitas Muhammadiyah Yogyakarta batch 2015. The researcher conducted the research in Listening and

Speaking for Academic Purpose class which was taught at second Semester students.

These were following reasons of the researcher's decision to choose EED as the research setting. First, the participants were studying in the same college with the researcher so that it make easier to collect the data. Second, most of the students in this department want to become teacher in the future. It means when they want to become a teacher in the future, they should consider talk time and should motivate the students to speak during learning process in the classroom. Third, this research takes of Listening and Speaking for Academic Purpose so that the students have practiced speaking and expressing their opinion in the classroom. The students are good in speaking skill and the students willing to speak up in this class than the other classes. Fourth, this department has many students who have different motivation to practice speaking in the classroom. From the explanation above, the researcher wanted to investigate the impact of how Teacher's Talk on student motivation to practice speaking in the classroom. Starting from May 2016, the researcher conducted interview to gather the data.

Research Participants. The participants of this research were English Education Students batch 2015 which attended Listening and Speaking for Academic Purpose.

Considering the researcher's title which focuses on the impact of Teacher's Talk time on student motivation to practice speaking in the class, the researcher provided reasons in choosing EED UMY batch 2105 as the participant. First, student motivation to practice speaking was influenced by Teacher's Talk in

the classroom. Second, student motivation to become an active learner in the classroom was influenced by the teacher. Third, the researcher has asked the student to have motivation in learning English because they were in the second semester. Hence, second semester is new member in the EED that the teacher has influenced them in motivate their self during learning in EED UMY. The last, it was accessible for the researcher since it conducted in EED UMY.

The researcher used Probability sampling. Sugiyono (2005) points out that probability sampling was the technique which gives the same opportunity toward the member population to be chosen as the sample. Sugiyono (2005) investigates that there were four (4) techniques sampling. These techniques were systematic simple random sampling, proportionate stratified random sampling, sampling area sampling and disproportionate stratified random. The researcher used random sampling to choose the participant. In the random sampling, the researcher chose the sample randomly. The researcher selected the participant use random sampling based on Creswell (2012 p.143) who stated that "the intent of simple random sampling is to choose individuals to be sampled who will be representative".

The researcher took representative participants in each class of Listening and Speaking for Academic Purposes at English Education Department. Considering the number of the participants, the researcher found theories that support researcher's decision. Creswell (2012) stated that "qualitative research did not think about the number of the participant but it talks about how useful the information to the researcher." From the explanation above, the researcher took four participants to be interviewed. There were four participants included two

females and two males. However, EED UMY had many female students than

male students. Both of male and female have different perception about the study

(Creswell, 2012)

Research Instrument

The researcher became research instrument. The researcher had been valid

because it was able to help how far the researcher ready to do her research and

started to collect the data. Sugiono (2005) pointed out that the validations toward

the researcher as the instrument were including of how far the researcher masters

the object to be research and the researcher knowledge about qualitative research.

The researcher was the key instrument.

The researcher used interview guidelines and the researcher took note

during interview process. The question of the interview focused on how the

Teacher's Talk time affects student's motivation to practice speaking in the

classroom. Besides, the researcher used recorder in the interview session in order

to replay participants' recording and the researcher listened to participants'

accuracy in order to make the researcher easy to get clear information.

The researcher used semi structure interview as instrument to collect the

data. Sugiyono (2005) investigated that the researcher is being flexible to do the

interview than structure interview. The purpose of semi structure interview was to

find the problem transparently and asked the participants to give their idea or

opinion. Creswell (2012) stated "a qualitative interview occurs when the

researcher asks one or more participants general, open-ended question and record

their answer (p.217)". The researcher conducted the interview face to face. It was

supported by Creswell, (2012) Interview is ablet to conductby face-to-face or by telephone. In the interview, the researcher asked open-ended questions to the participant in order to get the information. By having interview, the participant expressed detail information to the researcher. Creswell (2012) investigated that some advantages are that they provide useful information when you cannot directly observe participants, and they permit participants to describe detailed personal information.

Data Collection Method

The researcher's procedure to collect the data was described in several steps. First, the researcher used random sampling. The researcher asked some students batch 2015 to be her participant. The researcher faced problems when the students did not want to be her participants. The problem was the student did not know about researcher's research. The researcher asked other students. The researcher found two males and two females. That was researcher's way in selecting the participants.

Second, the researcher prepared the interview guidelines to collect data. The researcher used one on one interview. Creswell (2012) argued that one on one is a data collection process in which the researcher asked questions and records answers from the participants who engage the interview session face to face. The important advantage of an interview for this research was flexible method of data collection and the researcher could also explain and elaborate on questions, what they imply, in case they were not clear to the participants.

Third, the researcher made an appointment to the respondents to dig out detail information as the researcher needs. The researcher explained the participants' rights before the interview started. The researcher conducted the interview by face to face since it helped the researcher and the participants catching up the meaning in their conversation. The interview conducted around ten to twenty minutes for each participant. However, when the researcher satisfied and got enough information then the time stopped at that time. The researcher asked permission to the participant because she used recorder to gain the information so the participants' answer did not left behind.

The researcher used Indonesian language in order to gain clear understanding between the researcher and the participant. Indonesian language is the native language for both of researcher and the participants' environment. The researcher and the participants used Indonesian language in their daily activity. It made the participants was easier to explore the answer during interview process. The researcher used voice recorder during the interview process. The recording was around seven to ten minutes. After that, the researcher transcribed the participants' record.

Data Analysis

In the data analysis, the researcher used structured analysis for descriptive qualitative. The structure should be in sequence. After the researcher recorded and gained the information from the participants, she did transcription. Transcription was open the recording interview and then took the recording into a written text. So, it means that the researcher duplicated what the participants said. Creswell

(2012) stated that, "transcription is the process of converting audiotape recordings or field notes into text data (p.239)".

The researcher used member checking in order to make the transcription appropriate with the participants'' answer. Following the transcription, the researcher read the transcription and found the code in every important transcript carefully. That is called as coding. Cohen, Manion, & Marison, (2010) argued that "the process of disassembling the text in to line and paragraph (p.492)". Coding is the process of labeling text to form description and phrases (Creswell, 2012). In the coding there were three parts important. Cohen, Manion, & Marison, (2010) asserted "open coding involves exploring the data and identifying units of analysis to code for meanings, feelings, actions, event and so on (p.493)". Second, the researcher used axial coding. Creswell (1998) points out that "axial coding is a procedure for interconnecting the categories (as cited in Cohen, Manion, & Marison, 2010, p.493)". The researcher selected the data using selective coding.

The researcher gathered axial coding and selective coding because the data was organized automatically. Selective coding is a procedure for building a story that connects the categories in axial coding. Cohen, Manion, & Marison, (2010) stated that the researcher may make a code after selective coding if there is no categorize in the coding before. The researcher did not have additional coding in the selective coding because al categorized was answered in the selective coding clearly.