

Chapter Three

Methodology

This chapter discusses methodology of the study related to research design, setting and participant of the research, the use of interview as instrument in data collection procedure and the use of coding analysis in data analysis method. There are also the reason why the researcher chose this methodology in conducting the research. In this chapter, some theories that support the research are included.

Research Design

The research used qualitative design. According to Creswell (2012), qualitative research is suitable for the researchers that do not know the variable of research problems and need to explore more detailed information. It means that using the qualitative research, the researcher can develop detailed understanding of a central phenomenon and explore the challenges. Based on the explanation, the qualitative design was suitable to this research because the researcher explored the students' strategies and challenges more detailed. The researcher expected to find out the answers to research questions in qualitative descriptive approach. According to Lambert (2012) that a qualitative descriptive approach needs to be the design of choice when a straight forward description of a phenomenon is desired. The researcher conducted the finding in form of the description of the students' strategies to face the challenges in classroom oral presentation.

Setting and Participants

This part presents the setting and the participant of this research. The setting of the research performed with some reasons that make the researcher chose the setting. The participants of this research are also explained by the reseacher in terms of their gender, the characteristics, and the way to chose the participants. The explanations are in the following.

Setting. This research was conducted at English Education Department of UMY. There were some reasons why the researcher chose the English Education Department as the research setting. The first reason was that the EED of UMY applied classroom oral presentation in teaching and learning process in almost every subject. Therefore, the researcher considered that the classroom oral presentation intensively applied from semester one and almost each class used it at EED of UMY. The second reason was that the researcher was also student in EED of UMY, it makes the researcher know about the setting. Knowing the setting of the study makes the researcher convinient to choose the participants. Thus, the frequency of oral presentation that students did was high.

Participants. Creswell (2012) explained that the characteristics in qualitative research is a small sample size and there is no definite sample size. The researcher conducted the study with three participants. The participants are one female and two males. The name of the participants was presented in psedonym. The participants ware named as Bharata, Shinta, and

Abimanyu. The participants were the active students at EED of UMY batch 2014. It was assumed that the participants had enough experience, knowledge, and opinion in classroom oral presentation. The EED of UMY students' batch 2014 had more experiences than the other batches. The researcher chose the participants who had more challenges in classroom oral presentation.

In order to choose the three participants, the researcher did observation in the classroom which applied classroom oral presentation. The observation found the students who were not really confident in doing oral presentation, the students who were nervous while doing oral presentation, the students who did lots of filler in speaking during oral presentation, and the students who could not handle the questions from the audiences. The students seemed not confident because their intonation were not clear in speaking, they looked doubt while explaining the material, and they always asked the other member group. The students looked nervous because the students seemed looking their note several time and did not face the audience while present in classroom oral presentation.

These criteria mean that the students have difficulties in doing oral presentation and have strategies to face the difficulties. The students batch 2014 had conducted oral presentation in many times since semester one. Based on their experiences, they shared to the researcher about the challenges and the strategies to face it.

Data Collection Procedure

To collect the data, the researcher used interview technique. The interview is an instrument to gather the information. The researcher prepared the question before doing the interview. The questions in the interview were asked, such as how many times you did oral presentation, how the implementation of classroom oral presentation at EED of UMY was like, what were the difficulties in classroom oral presentation, and how to face the difficulties in classroom oral presentation. The researcher used standardized open – ended interviews as the type of the interview. According to Cohen, Manion, and Marison (2011), in standardized open – ended interviews, all interviewees are asked the same basic questions in the same order. The interview process used *one to one* interview and the researcher gave questions and recorded the answers from just one participant at a time. Ryan, Coughlan, and Cronin (2009) said the individual interview (one to one) is a valuable method of gaining insight into people's perceptions, understandings and experiences of a given phenomenon and can contribute to in-depth data collection. The researcher conducted the interview and asked the question using Bahasa Indonesia to prevent the misunderstanding during the interview because the L1 of the participants and the researcher is Bahasa Indonesia. This reason makes the participants convenient in doing interview.

Data Analysis

The researcher transcribed all the data from the interview process. To ensure the validity of the data, the researcher carried out member checking by showing the transcript of the interview to be checked by the participants. The aim of member checking was to make sure that there was no addition or deletion of the information. Frankel and Wallen (2003) stated that member checking means asking participant to review the accuracy of data. The member checking was conducted by checking the validity of the interview transcription by showing the data transcription to the participants. The participants checked the data transcription and there was no addition or deletion of the information. The participants checked the transcription and agreed that the data were same with their responses in interview. After validating the data transcription, the researcher analyzed the data using coding. The researcher reported the data coding by describing in the form of words, sentences and paragraphs, in order to answer the research question of the study. The data were categorised into the implementation of the classroom oral presentation, the students' challenges in classroom oral presentation, and the students' strategies to face the challenges in classroom oral presentation.