Chapter Three

Research Methodology

This chapter discusses the methodology used by the researcher to conduct the study. The first section explains the research design. The second part is about the research setting and participants of the study. In addition, the researcher also explains data collection method and data analysis in this chapter.

Research Design

This study aims to find out the English Language Education Department students' difficulties and strategies in doing oral presentation The researcher adopted qualitative research design. According to Creswell (2012), qualitative research explores a problem and develops a detailed understanding of a phenomenon. In qualitative research, the purpose statement and the research question are stated so that the researcher could best learn from participants. It could be concluded that qualitative method was appropriate to be used in this research it provides explanation, argument, and clarification of a single phenomenon for the researcher.

Additionally, the researcher used a descriptive qualitative method to gain detailed data. Since the qualitative design needs a rich data to catch the objective of the study, the researcher should dig more detailed information from the participant. The descriptive qualitative research provides a rich data on an issue that researcher seek to know. It is supported by Fox and Bayat (2007) who stated that descriptive research aims to investigate current issues or problems by collecting data that makes them to elaborate the situation completely. This

qualitative research design helped the researcher to know the real phenomenon that is happened. Thus, the results of this study are more detailed, and the data provided were valid.

Research Setting

This research was conducted at ELED of a private university in Yogyakarta. The researcher conducted this research at ELED, because the lecturers in ELED applied oral presentation in several courses in the teaching and learning process. Based on the researcher's observation, some courses implementing the presentation technique in teaching and learning activity are Listening and Speaking for Formal Setting, Listening and Speaking for Academic Purposes, Listening and Speaking for Daily Conversation, Listening and Speaking for Career Development, Capita Selecta on Grammar 4, Teaching English as Foreign Language, Second Language Acquisition, Language Research, Research Methodology, and Academic Presentation. Those courses require students to have a presentation as the assessment, even in the first year. The courses in the first year are Listening and Speaking for Formal Setting, Listening and Speaking for Academic Purposes, Listening and Speaking for Daily Conversation and Listening and Speaking for Career Development.

The researcher also set the time for this study. This study was started on February 2018. The participants were interviewed in August 2018. The data obtained in the interview then transcribed in October 2018; it also included the data analysis.

Research Participants

This study got the information to collect the data from the participants. The participants of qualitative research method have a characteristic of small number of participants. It is supported by Creswell (2012) who stated that the characteristics in qualitative research are small sample size, and there is no definite sample size. The researcher conducted this study by involving three students of ELED as the participants. The researcher selected three students, because the researcher believed that they had different problems and strategies in doing oral presentation. The three participants provided a rich data since this research method allows the participants to inform lots of ideas or perceptions. Those three participants were directed to answer some questions related to the research questions. To choose the three participants, the researcher asked the lecturer implementing oral presentation as the learning method of the course. The active students were indicated by their performance in doing the presentation. Students having good score and presentation skill in the course could be the participants in this research. Based on that consideration, the lecturer then gave the three possible names to be interviewed by the researcher.

The participants were from the active freshmen students at ELED of a private university in Yogyakarta. The participants were two males students and a female student. The first criterion in choosing the participants was the freshmen at ELED; they were in the first year. Freshmen usually have difficulties in doing their first English oral presentation in front of the class. They must think about the

topic given by their lecturers; they also must prepare to deliver their topic using English language. The second criterion was the students ever did oral presentation in campus or enrolled courses requiring them to do English oral presentation during their first year. It can be said that the students already experienced in doing English oral presentation.

The researcher presented the participants' name using pseudonyms. Pseudonyms were used to protect the privacy of the participants. Pseudonyms were useful for the researcher to hide the participants' personal information that was not related to the study. The first participant was a male freshman at ELED named Oliver. The second participant is male freshmen in that department The second participant was a male freshman named Barry. The third participant in this research was a female freshman named Caitlin.

Data Collection Technique

This research used interview to collect the data from the participants. The researcher believed that the best instrument to gather the data was by interviewing the participants. The researcher could dig more information to the participant by the interview. According to Cohen, Manion, and Marrison (2011), interview is a flexible tool for data collection; it has better control on the types of information received, because the interviewer can ask specific questions to elicit the information. The interviewer could not only ask for complete answers, but the researcher could also ask for responses about complex and deep issues. The interview was useful to collect rich and valid data. It helped the researcher to seek the purpose of the research largely about the freshmen's perceptions on the use of

English oral presentation as the assessment. In short, the interview was a powerful instrument for this research.

Semi-structured interview was chosen by the researcher for this study. This type of interview was useful to conduct a flexible interview context. There are many advantages conducting interview using semi-structured interview. The researcher could not randomly ask the question, but the researcher could freely add questions during the interview. This is supported by Bogdan and Biklen (as cited in Cohen et al., 2011) who stated that the interview could not be used as a straight way to collect the data; the researcher used followed up questions to avoid misunderstanding of information. The researcher could also change the order of the questions as s/he wanted to make a nice situation for the researcher and the participant.

The researcher interviewed the participants in Indonesian language. Using Indonesian language was necessary because the researcher wanted to know detail information, and Indonesian language is both the researcher and the participants their first language. In addition, by using Indonesian language eased the researcher to collect detail information from the participants, and it helped the participantsto enjoy the interview session.

Research Instrument

The instrument to gather the data was the key of this study to answer the research questions. The instruments of this study were an interview guideline and audio recorder. The interview guidelines used open-ended question as the

question type. Open-ended questions were chosen by the researcher because this type of question could provide unexpected answer from the participants. The questions also allowed the interviewer to explore, so the researcher obtained richer information. It is supported by Kerlinger (as cited in Cohen et al., 2011,) who stated that open-ended questions have a number of advantages, such as it is flexible; it allows the interviewer to examine more depth interview; and it enables the interviewer to test the limits the respondent's knowledge.

The researcher used audio recorder in smartphone as the tool to collect the data. The audio recorder was beneficial for the researcher to get all the participants' answers that might be too difficult to remember. The researcher used a recorder in the process of interview, so the sentences, idea, and information were fully transcribed.

Data Collection Procedures

To collect information, the researcher planned data collection procedures. The data collection took several steps. The first step was the researcher chose three students having the two criteria to be the participants of this research based on the lecturer's recommendation. Thus, the first thing done by the researcher was asking the recommendation from the lecturer. Then, the lecturer gave the three names of active students. The three students then were asked for their willingness to participate in the study. After that, the researcher asked for the willingness of the participant to participate in this study. After getting the student's approval, the researcher started to arrange the date of the interview. The first interview was

done in AMCOR in 10 minutes for Oliver. The second interview was done in

Unires Putra in 9 minutes for Barry. The third interview was done in student

lounge in 12 minutes for Caitlin.

Data Analysis

The researcher did some steps in analyzing the data. The steps were

transcribing, member checking, and coding. The researcher transcribed all the data

from the interview conducted before. was gathered, the transcriptions of the

interview were clarified to get the interview validity by did member checking.

This step was useful to get the validity and accuracy of the data. In doing the

member checking, the researcher met the participants to ask the congruity of

interview transcription. The researcher did member checking by showing the

transcript of the interview and asking the participants to check. The aim of the

member checking was to make sure tha the researcher did not add or omit the

information. The member checking was finished if the participants agreed about

the data transcription. Frankel and Wallen (2003) stated that member checking

means asking participant to review the accuracy of data. The result of member

checking was there was no change of the data. Those three participants agreed

with the information transcribed by the researcher.

After the participants confirmed the validity and the accuracy of the

transcription, the researcher did coding. Coding was used to categorize the finding

of the interview into several themes and topics. Hancock and Algozzine (2006)

stated that the analysis done by labeling or giving codes to every item of data so

that the researcher can identify the differences and the similarities between all the different items. Furthermore, Gibbs (2007) said, "a code is simply a name or label that the researcher gives to a piece of text that contains an idea or a piece of information" (page). Coding or labeling was divided onto four steps. There are different kinds of code: open code, analytic code, axial code, and selective coding. The first step, the researcher used open coding. In open coding, the researcher broke down the data into smaller units, then after that, the results were placed in the next step, which is axial coding. According to Böhm (2004), axial coding is a process of filtering and distinguishing the data into some categories. In this step, the researcher created some categories in order to put the data from open code. Then the last step was selective coding. In selective coding the researcher identified and integrated other categories to be well structured, systematic and correlated to the core category. Then the summary reached into many pages of finding. The researcher reported the data coding by describing in the form of words, sentences and paragraphs to answer the research question of this research. After that, the researcher summarized the coding data. The data was categorized into the freshmen's difficulties in oral presentation, and the freshmen's strategies to face the difficulties in oral presentation.