

Chapter Three

Methodology

This chapter discusses the methodology used in this research. This chapter consists of five parts. The first is research design. The second is research participants and settings. The third is data gathering instrument. The fourth is data gathering procedure. The fifth is data analysis.

Research Design

The purposes of this research are to explore the factors which inhibit the students at higher education to communicate with native English speakers and to find out the strategies to deal with the inhibiting factors to communicate with native English speakers. Based on those objectives, the researcher used qualitative method. The researcher applied qualitative method in order to get more information from the students' experience. According to Creswell (2012), qualitative has characteristics for describing and developing more detail on a specific phenomenon.

The researcher used descriptive qualitative as a research design for gathering the data. According to Creswell (2012) descriptive qualitative design is applicable to facilitate deeper information of the participants experience. Therefore, the researcher chose descriptive qualitative design, because it is able to explore the information from the participants experience related to the phenomenon.

Research Setting and Participants

This part discusses the information related to participants and setting of the research. In research setting, the researcher explained where and when the research was conducted while in research participants, the researcher explained the people who got involved in this study. The explanations are presented as follows:

Research setting. This research was conducted at English Language Education Department at a private university in Yogyakarta. There are some reasons of choosing this university as the setting. Firstly, this university provides some courses related to speaking skills and one of them focuses in communicating with English native speakers, such as English for Tourism and Listening and Speaking for Daily Conversation. Secondly, most of the students at this department still have inhibiting factors to communicate with native English speakers based on the researcher prior observation. It can be seen from the fact that some students felt frightening to communicate with native English speakers. Thirdly, the researcher was currently studying at this university, so it eased the researcher to collect the data using interview. This research was conducted on July 2018.

Research participants. The participants of this research were English department student's batch 2015 at private university in Yogyakarta. Student's batch 2015 have learned English for more than two years, and they have experience to communicate using English language both in classroom and out of the classroom.

There are some criteria for the participants of the research. The first is the participants have learned English language more than two years. Therefore, the students already know the communication knowledge toward English language. The second is the participants have experience to communicate with native English speakers. It is based on their experience so the participants know more about the obstacle that they face when they communicate with native English speakers. The third is the participants have willingness to communicate with native English speakers. The researcher wanted to know that the participants wanted to improve and develop their communication skill toward native English speakers. Finally, four students of batch 2015 became the participants in this research. All of the participants in this research were female students. In order to ensure the anonymity, the researcher changed the participants' names into Sky, Aurora, Tiera, and Snow. The researcher told the participants that their identity were presented in pseudonym.

The first participant was Sky. She was in seventh semester. She had experience in communicating with native English speakers in formal setting. She wanted to be able to communicate with native English speakers in informal setting, but she faced some inhibiting factors hampering her to start communicating with native English speakers. The second participant was Aurora. She was in seventh semester. She had enough experience in communicating with native English speakers, because she lived around a tourism place. In addition, she had communicated with native English speakers since in junior high school. The third participant was Tiera. She was in seventh semester. She ever communicated

with native English speakers twice. She wanted to communicate with native English speakers again, but she had inhibiting factors obstructing her willingness. The fourth participants was Snow. She was in seventh semester. She communicated with native English speakers in formal setting. She explained that at that time she was not be able to have long conversation with native English speakers. She felt that she faced some inhibiting factors threatening her to communicate with native English speakers.

Data Collection Method

The method used by the researcher was interview. By using interview method the researcher can get the data more detail and deeper. Cohen, Manion, and Morison (2011) said that interview is a technique to gather or collect the data. Interview becomes a flexible tool to collect the data from the participants, because the participants will answer the question based on their perception so that the researcher will get deep information. According to Cohen et al. (2011), the interview is a flexible tool for collecting the data which involves multi-sensory channels like verbal, non-verbal, spoken, and heard.

The researcher used standardized open-ended interview where the researcher already has the topic and the outline. Based on Cohen, Manion, and Morrison (2011), data are complete for each participant on the topics addressed in the interview. The researcher also used open-ended items for interview structure. By using open-ended interview, the participants are free to answer the question, because there is no limitation. The participants also have flexibility to answer the question and express their idea. According to Cohen, Manion, and Morrison

(2011), open-ended items are no other restrictions on either the content of the interviewee's reply or interviewee's ideas. Thus, the information collected will be more detail and comprehensive based on the participants' experience.

The instrument of the research is the interview guideline. The interview guideline consisted of questions related to the inhibiting factors becoming obstacle in communicating with native English speakers and the strategies to cope with those factors. The researcher used indirect format as interview guideline. By using indirect format the participants answered the question more likely to produce honest and open responses. According to Tuckman (1972) indirect format is ask interviewee by their own views (as cited Cohen, Manion, and Morrison 2011, p. 417). It helped the researcher get deeper information from the participants. This research also used unstructured response mode as the participants' response. The participants could share anything in their experience clearly. According to Tuckman (1972), unstructured response allows the participants to give her answer whatever they will share (as cited Cohen, Manion, and Morrison 2011, p. 419).

Data Gathering Procedure

There are several steps to gather the data in this study. Firstly, the researcher began to prepare the interview guidelines. Secondly, the researcher tried to find the right participants based on certain criteria. Then, the researcher gave an explanation about this study in the beginning of recruitment. Thirdly, the researcher made an appointment with the participants. Fourthly, the participants answered researcher's questions. During the interview, the researcher used

Indonesian language to make the participants easy in understanding and answering the questions. The researcher did this so that the participants gave the information freely and honestly. Dealing with the appointment of schedule, the researcher focused on time, place and tools used in the interview process. The interview process will be recorded using mobile phone. The length of the interview in this research was around 20 minutes for each participant.

Data Analysis

The thematic content analysis used to analyze the interview data. There were several steps of this analysis method, such as transcription, member checking, and coding.

The first step is transcribing the recorded interview. Cohen, Manion, and Morrison (2011), transcribing means writing down the participants said in order to get the participants' answer. In transcribing step, the researcher listen to the recorded. Then, the researcher changed the voice recorded interview into written form. The researcher also used Indonesian language in transcribed result.

Then, the next step was member checking. In this step, the researcher did member checking to the participants' answers. According to Carlson (2010), member checking is to increase the trustworthiness and for avoiding the setting and triggering of such traps. In member checking, the researcher asked and cross checked to the participants dealing with accuracy of the answer. The researcher also asked the participants related to the answer that still confusing or did not answer the research question. Therefore, the result from the member checking the researcher found the error transcribing, so that the researcher revise the transcript

accordance with what the participants explain. The researcher did member checking to Snow. Before member checking, Snow mentioned that the strategy that she used was read an article in English language. Nevertheless, the researcher do not understand for what a strategy was done. Then, Snow explain more that by read an article in English language she will improve her vocabulary, grammar, and enrich the knowledge about the culture of the target language.

After did member checking, the researcher analyzed the data using coding. Coding was a name or label to a piece of text. Cohen et al. (2011) defined that coding was a simply a name or label that the researcher gives to a piece of text that contains on idea or s piece of information. Then, by Kerlinger (1970) defined coding as a translation of question responses and respondent information to specific categories for the purpose of analysis (as cited in Cohen et.al. 2011, p.559). Based on Flick (2009), some kinds of coding are an open coding, analytical coding, an axial code, and a selective coding (as cited in Cohen et.al. 2011, p.561).

The researcher used four types of coding that are open coding, analytical coding, axial coding, and selective coding to analyze the data. The first type was open coding. In open coding, the researcher gave a new label or name to a piece of text, and generated category to the students answer. The second type step was analytical coding. The researcher analyzed the answer and broke down data into smaller units or segments. Then, the researcher translated the participants answer. Next, the resercher gave theme or topic and changed into English language becuase in interview was using Bahasa. The third type was axial

coding. The researcher analyzed using a similar meaning and made a connection between smaller unit of similar findings or theme into one category. Then, the researcher made two categories, namely inhibiting factors and strategies to cope with those factors. The fourth type was selective coding. Selective coding was similar with axial coding. Selective coding was used to identify the core theme or findings of data and select the similar meaning into one finding. After finishing doing coding, the researcher got the results of this research.

