

Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. Besides, this chapter explores how to conduct and collect the research data. There are six sections of the methodology namely research design, research setting, research participant, data collection method, data collection procedure, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

The purpose of this research was to find out the roles of debating activity and know the benefits of joining English debate activity on developing students' speaking skill. To conduct this research, the researcher makes a consideration to choose the type of methodology which was appropriate to this research. Besides, by choosing the right and suitable methodology, it can help the researcher to deliver and answer the problems of the research. The relevant method to present research was qualitative method. The researcher used the qualitative method because the researcher wants to explore and describe the students' experience in-depth used of debating activity in English learning more. The statement mentioned is in line with Creswell (2012) who stated that qualitative research is one of the procedures to identify the research and explore the problem more detailed based on the participants' perceptions, beliefs, and opinions. Adopting qualitative method is appropriate to find out further information about the role on

the use of debating activity to develop speaking skill at an Islamic private university of Yogyakarta.

Besides, the researcher used the descriptive qualitative design to analyze and investigate the research. Merriam (1998) stated that “the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups or individuals” (as cited in Creswell, 2012, p. 255). Therefore, the researcher used descriptive qualitative design because the result is about the description of students’ opinion in terms of their experiences on the phenomena, which is joined English debate activity. That is considered to be not quantifiable.

Research Setting

In this part, it presents the setting place and time of the research. In this research setting, it defined the researcher's reasons to select a particular place and time of this research. For more detailed information of research setting, it will explain in the following paragraphs in detail.

The setting of place. To conduct this research, the researcher set the location of the research at an Islamic private university in Yogyakarta. In addition, there were some reasons why the researcher chooses its place as the setting of place. Firstly, an Islamic Private University of Yogyakarta has space which gives the students to practice and improves their speaking skill especially in delivering the ideas through English. Secondly, the researcher was currently still a student who is accessible to conduct research at an Islamic private university of

Yogyakarta. Therefore, conducting the research at an Islamic Private University of Yogyakarta was helpful for the researcher to gather and find out the data.

The setting of time. The setting of time is really important for the researcher in conducting the research. In this research, the researcher has conducted the research from July until September 2019 which includes as the time to interview the participants in order to get the research data as well. The data were collected in September 2019. It took four days to collect the data. The researcher needed one week to analyze the data. The researcher also spent three weeks to do the chapter four and chapter five that explained about findings and discussion. The last, for doing this research the researcher needed around one and a half months.

Research Participant

The participants of the research were members of English debate activity regardless of their department at an Islamic Private University of Yogyakarta batch 2016 who has actively following the activities of English debate activity two times for every week, following competition and has joined debate activity for more than two years. In addition, the researcher should decide the criterion of the participants for this research. Hence, the researcher used purposive sampling in this research. Cohen, Manion, and Marrison (2011) mentioned that purposive sampling has been chosen for a specific purpose.

The first criterion is that all participants have experience in joining English debate activity at least two years. Secondly, the students should be active in following the activities of English debate activity two times every week and have ever joined the English debate competition. Moreover, if most of the participants

have a lot of experience in joining various English debate activities it will ease the researcher to dig deeper information in collecting the data.

The participants of this research were four students of an Islamic private university in Yogyakarta who have joined English debate activity for more than two years. The researcher asked the president of the English debate activity. Then, the researcher asked about the recommendation of the students who were active and not active in English debate activity. Afterward, the researcher chooses the appropriate students to be the research participants.

All the participants in this research were represented by pseudonyms. The first participant is Aira. She is the International Relations Department students at Islamic Private University of Yogyakarta batch 2016 from regular class. Aira has joined English debate activity since 2nd grade in Senior High School. Moreover, the participant ever has following national and some debate competitions.

The second participant is Benu. He is from regular class of International Relation Department at Islamic Private University of Yogyakarta batch 2016. The participant has joined English debate activity since 3rd grade in Senior High School. He has also ever following national and some debate competitions.

The third participant is Cahya. She is from international class of International Relation Department at Islamic Private University of Yogyakarta batch 2016. The participant has joined English debate activity since from 3rd grade in Senior High School. She has also ever following national and international debate competitions.

The last participant is Senja. She is from the international class of International Relation Department at Islamic Private University of Yogyakarta batch 2016. The participant has joined English debate activity starts from 3th grade in Senior High School. She has joined several national and international debate competitions.

Data Collection Method

In this research, the researcher used an interview for collecting the data. The research interview was a conversation between two people which were started by the interviewer for the specific purpose of obtaining relevant information of the research and focuses on content specified by research objectives of systematic description, prediction, or explanation (Cannell and Khan 1988 as cited Creswell, 2012). The researcher interviewed the members of English debate activity at an Islamic Private University of Yogyakarta. Besides, the researchers used face to face to develop and obtain the information from the participants to the research (Creswell, 2012). Moreover, the researcher used the open-ended question to raise the participants' answers more clearly and deeply. In the open-ended item, the participants supply frame of reference and put a minimum of restraint on the answers and the expressions (Kerlinger, 1970 as cited in Creswell 2012). The response mode used in this research is unstructured response. Creswell (2012) argued that the unstructured response is acceptable for the participants to answer the questions based on their belief, opinion, and perception. Besides, the participants were allowed to answer the questions based on their experience. In this research, the researcher focuses on giving the interview questions about the

roles and the aspects which students face in joining debate activity to develop their speaking skill.

Data Gathering Instrument

The first one to design the instrument, the researcher used interview guideline to make the interview run properly. The researcher used interview protocol as an instrument. In addition, to support the interview process the researcher used some tools such as, note, pen, and hand phone. In interview guideline, the researcher used it as research reference because it can help the researcher to ask the participants and anticipate the question not out from the line. Also, using interview guideline can make the questions to be more systematic. The researcher used note and pen to write down the important points which participant mentioned to help the researcher in collecting complete data. Besides, when there were some points which cannot be understood, the researcher clarified the points being mentioned by the participants in the interview. The researcher used the handphone to record the whole participants' interview.

Data Collection Procedure

To collect the data, the researcher contacted each participant of the research via WhatsApp to ask about the time of the participants available to meet and doing interviewed. Furthermore, the researcher makes an appointment and agreement to establish the location to conduct the interview. First, with Aira, the researcher met Aira on Monday 21st of July 2019. The interview took ten minutes and twenty-second. The second was Benu, the researcher met Benu on Tuesday 22nd of July 2019. The interview took ten minutes fifteen minutes second. Then,

the third was Cahya, the researcher met Cahya on Wednesday on 23rd of July 2019. The interview took ten minutes nine seconds. The last was Senja. The researcher met Senja on Thursday 24th. The interview took ten minutes one second.

Moreover, during the interview the researcher did not find any problems which meant that all participants understood about the role of English debate activity. There may be some answers that do not really answer the questions so the researcher asked the same question to the participants. The interview was one on one interview meaning the researcher interview the participants' one by one. The interview took ten minutes eight seconds. The researcher used Indonesia language in conducting the interview because researcher wants the participants to feel comfortable in delivering the ideas. They will be easy and relax to give the information of the research questions freely. Moreover, the participants can show up or express their feeling and thought without a language barrier.

Data Analysis

After doing the interview, the researcher would like to do some steps in data analysis. (Saldana, 2009 as cited in Mahpur 2017) mentioned that there were some steps of coding. Each step of data analysis will be explained in the following paragraphs.

Verbatim. According to (Saldana, 2009 as cited in Mahpur 2017) verbatim was the data which have been collected not like recorder, video, picture and other data which have not been changed into the sentences. Besides, Mahpur (2017) also argued that the data which have been changed into sentence should be

given a code such as P1 and P2. So that, in this step the researcher changes the audio data into word by word and sentence by sentence. Coding be done after the data already have changes into words or sentences. After that, researcher gave codes for every category of the data. The codes of category data were different for every participant. On the other hand, coding was the way which researcher added a simple label in a piece of the text which has the purpose to define and classify the data transcribed based on the participants' answer. For instance, in each sentence which answers the research question, the researcher gave code A.1.1. the word A means the first participant, number 1 means the first the first research question and another number 1 means answer which found form the dialogue.

Member checking. The next step was member checking. Morse and McEvoy (2014) mentioned that member checking was showed and returning back the transcribed interview to the participants then, asked the participants if the answer was represented their though. In this step, the researcher contacted back all participants by WhatsApp and sending the transcript file to four participants to prevent any misconception. The researcher did these steps after got some questions for one of the participants statements. After that, the researcher asked again to the participant and did a follow up interview with all participants on Sunday 17th Augustus 2019 by calling via WhatsApp.

Breaking down the data. As mentioned by (Saldana, 2009 as cited in Mahpur 2017) , breaking down the data was reconstructing subject sentences into well-organized sentences and can make it easier for researchers to understand the meaning of the narrative subject. In this part, the researcher makes sure that the

data have been transcribed into sentences. Also, the data should be interpreted into words or phrases in order to get the accuracy analysis and reflecting the real facts. The researcher did this step on Sunday 28th July 2019.

Probing. In this step, the researcher makes a small note containing some follow-up questions given to the participants. The purpose of this step was to obtain and explore the answers to be more specific. This coding step adds to the participants' creativity and uniqueness of the answers. The researcher needs to do probing if there are some points that cannot answer or raise the questions from the researcher. Thus, the researcher did probing to get in-depth information and doing member checking to verify the validity. Validity was an essential demonstration to extend and confirm the transcribe with the participants, so it can be more accurate (Winter, 2000; Creswell, 2012). In member checking, the researcher meet with the participants and gave a hard copy of the transcript to make sure or to verify that the transcription has been appropriate to what the participants had said in the interview.

Collecting similar facts. The purpose of collecting similar facts was to know the quality of psychological facts that have been obtained from the verbatim interview or other data. (Saldana, 2009 as cited in Mahpur 2017), asserted that collecting similar facts helps researchers to systematize categorization and ultimately find key themes as the material of narrating data. The collection of similar facts is "natural and deliberative." Natural to get the data means "subjects' repetitive action pattern and the consistency of the subject's meanings". Besides, the deliberative data of collecting similar fact was one of the main objectives of

the researcher in doing a coding to find out the pattern of repetitive action and the consistency of the meaning of the subject found in some data which have been already documented. There are two research questions in this research. The first, what are the roles of English debate activity in developing students' speaking skill. The second, what are the aspects of English debate activity in developing students' speaking skill. So that, the researcher has collected the finding of the data according to the answer of each research question.

Categorizing. According to Mahpur (2017), from a collection of similar facts and interpretations, the researcher will be able to create and define a categorization. Categorization can be interpreted as the conclusion of the analysis after the researchers look at the collection of facts and relationships between facts. Mahpur (2017), also added that the factual of interconnection also can be assisted by interpretation codes so that it can make the words, phrases or categorical phrases reflect variants of similar facts truly. In this research, there were six categories of the roles of joining English debate activity. Firstly was boosting students' confidence to speak English in front of people, motivating students' to speak, developing students' fluency in speaking English skill, developing students' critical thinking in speaking and add students' knowledge. Besides, there were four categories aspects such as vocabulary, pronunciation, grammar and public speaking.

Narrating. After doing all steps of coding, the researcher builds the concepts and narrates. Narration was made from the categorization. Narration was defined as forming the result of data processing into a clear narration. In this step,

the researcher should report the results of the research in the form of narration of text. Thus, the researchers are asked to create a report which comes from coded data that was in line with the data and literature in order to gain the answers towards the research questions.