CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology. Research method will be firstly presented to describe the method used in this study and the reasons underlying it. Study participants are explained afterwards. Data collecting techniques reveal all instruments utilized to gain the data. Data analysis will be lastly discussed.

3.1   Research Design

This study employed a qualitative research design. Qualitative research design is concerned with events and human behavior without the use of numerical data (Best and Kahn, 1989: 89), as this study is concerned with qualitative method which considered relevant to this study because this study attempt to analyze students' speaking performance in presentations, to find out the aspect of good presentation shown by the third-year English students, and to find out the students' response toward the use of presentation in improving their speaking performance.

In doing this research, as other researchers, the researcher collected the data and observed the participants naturally. This is in line with Sugiyono's (2007:1) statement that qualitative research is used to observe the object naturally: in which the observer's role is as the main instrument Then, the data analysis was

induction, and the observation result focuses more on the meaning of the data than the generalization (Sugiyono, 2007:1).

3.2   Study Participants

This study was undertaken with third year students of the English Department in Indonesia University of Education Bandung who concentrate in education program, especially in translating and interpreting concentration. The selection of participant was based on two criteria:

1.   Third-year students of English Department of UPI have taken some lecturers' class on speaking competences, such as Speaking for General Communication, Speaking in Professional Context, and Speaking for Academic Purpose**.**

2.   There is a classroom presentation in translating and interpreting class. Therefore, the students who are in this class were selected to be the participants in this study.

Thus, with these participants, the researcher was easier to achieve the aims of the study.

3.3   Data Collection Techniques

In collecting the data, two techniques were employed: observation and interview. Each of these data collection techniques will be discussed below.

3.3.1 Observation

In this study, observation was conducted to analyze students' speaking performance in presentations and then find out the aspects of good presentation shown by the third-year English students. Observation was conducted for a month (4 meetings in 6B class of translating and interpreting) under investigation. In collecting data through observation, *observer is as non participant* was employed (Gold, 1958, as cited in Merriam, 1998; Hatch, 2002). The researcher just sat at the back of the class and took notes of some important points on classroom activities related to the aims of the study as stated in Chapter I.

3.3.2 Interview

The interview sessions were conducted after the observation. Interview was used to find out the students' response toward the use of presentation in their speaking performance, the implementation, the benefits and the challenges they faced in presentations. Therefore, interview was used with the students. The interview was done in Bahasa Indonesia to make clearer understanding for both the interviewer and the respondents. Notes and audio taping were used complementarily in recording the interview. Notes were used when there was a problem on audio taping. Meanwhile, audio taping was used to enable the researcher to play back and forth and could be transcribed later.

This study utilized semi-structured interview in which the researcher did not use detailed and systematic interview guideline but only general points (Sugiyono, 2008). Semi-structured interview was aimed to gain in-depth information needed in which the researcher was able to modify and add questions

that might not be predicted beforehand. The questions were classified into two major parts: the use of presentation and the benefits and the challenges of presentation.

3.4   Data Analysis Techniques

The analysis of collected data was conducted in several steps as follows:

(1).   First, dividing collected data into groups and categories on the basis of some canon for disaggregating the whole phenomenon under study' (Hatch, 2002, p.152). In doing so, categories that had been determined by the research questions beforehand became the main point. For categorizing the students' speaking performance in class presentation, this study uses the analytical scoring rubric (Council of Europe, 2009 cited in Luoma, 2004). It can be seen in more detailed in Appendix B. In addition, this study uses the theory of Duarte (2008) to categorize aspects of good presentation shown by third-year students of English Education Department. The theory will be more explained in Appendix B.

(2).   Second, describing data related to the categories relevant to the Research Questions.

(3).   Finally, write the findings into a condensed body of information as presented in Chapter 4.