

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology of the present study including research design, participants, data collection, and data analysis.

3.1 Research Design

The study represented case study. It is based on the purpose of the study which is to describe field of the study, in this case is the students' perceptions on presentation in Speaking in Professional Context subject. Spring (1997) states that case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research. Spring also states that the purpose of a case study is to provide a more thorough analysis of a situation or case which might reveal interesting information about that classification of things.

According to Garger (2010), there are two advantages of case study. Those advantages are:

1. The case study can accomplish many of the same goals as other methods. For example, the case study can be exploratory (create new knowledge), constructive (solve some problem), or confirmatory (test a hypothesis with empirical

evidence). The case study can also use either a primary (the researcher collects the data) or secondary (the researcher uses someone else's data) approach. Finally, a case study can be either qualitative or quantitative in nature. The idea that case study research can only be qualitative is incorrect.

2. The case study can be a great method when the sample size is known ahead of time to be small.

Other advantages of using case study were also proposed by Spring (1997), which are:

1. Good source of ideas about behavior.
2. Good opportunity for information.
3. Good method to study rare phenomena.
4. Good method to challenge theoretical assumptions.
5. Good alternative or complement to the group focuses of psychology.

1.2 Data Collection

1.2.1 Participants

One of the important things in conducting a study is participants. The study uses purposive sampling in collecting the data. Alwasilah (2003) says that purposive sampling is decided by the researcher that is appropriate with the purpose of the study. Since the study investigates the students' perceptions on presentation in

Speaking in Professional Context subject, the English students of UPI who have been taken Speaking in Professional Context subject are considered as the participants. To support the study, there is only one class which will be the participants. The class consists of 40 students who are in the second year.

1.2.2 Data Collection Instruments

To collect the data, there are two instruments which are used in the study; there are questionnaire and interview. Questionnaire is used to collect the data and interview is used to find more information which is not described clearly in the questionnaire.

1.2.2.1 Questionnaire

Questionnaire is the most common instrument which is used in descriptive method. According to Alwasilah (2003), questionnaire is extensively used to collect the data about phenomena that are not observable such as inner experience, opinions, perception, values, interests, and the like. He also states that the advantage in using questionnaire in the study is the respondents are free to express their feeling without any pressure from anyone.

The type of questionnaire which is used in the study is open-questionnaire. Best (1950) states that open-questionnaire is a type of questionnaire calls for a free response in the respondent's own words. There are no predetermined set of responses in the questionnaire, and the participants are free to answer the questions by using

their own words. The form of the questionnaire consists of 20 questions. The table 3.1 shows the framework of the questions in the close questionnaire.

Table 3.1
Framework of the Close Questionnaire

No	Aspects	Number of Questions
1	Student's perception on Speaking in Professional Context subject.	4
2	Students' perception on the implementation of presentation in Speaking in Professional Context subject.	4
3	Student's perception on presentation in Speaking in Professional Context subject.	6
4	Student's perception on teacher's role in presentation in Speaking in Professional Context subject.	6
	Total	20

(Haria, 2005: 40)

3.2.2.2 Interview

Nazir (2003) states that interview as a process in collecting information to achieve the research purpose by doing a conversation between the interviewer and interviewee face to face. It means that interview is a process of conversation in form of asking and answering question between two people face to face.

By interviewing, it can be found the additional information that was missed in questionnaire, to check the accuracy of the questionnaire, and to identify more the interviewee reason why they had positive or negative perception on presentation. According to Linn and Gronlund (1995), interview also can clarify question, pursue promising lines of inquiry, and give the interviewees an opportunity to qualify or expand on their answers. The semi-structured interview is used in the study because its questions have no choices from which the interviewee selects an answer (McMillan & Schumacher, 1989). Thus, the interview feels free to answer the questions.

Furthermore, the types of questions which are asked in this interview are grand tour questions and specific questions (Spradley, 1979). Alwasilah (2003) says that the grand tour questions are the opening questions which are used as the introduction of an interview while the specific questions are the questions which

contain the core of the research design. The process of interview is audio-taped and transcribed. The interview uses Bahasa Indonesia for better understanding.

3.3 Data Analysis

The data gained were analyzed both quantitatively and qualitatively. Quantitative data were obtained from the first section of the questionnaire and the qualitative data were obtained from the second section of questionnaire and interview. In analyzing the data from the close questionnaire, the study used Likert Scale. Table 3.3 shows the framework of the Likert scale.

Table 3.2
Framework of the Likert Scale

Statements	Strongly Agree (SA)	Agree (A)	Uncertain (U)	Disagree (D)	Strongly Disagree (SDA)
	5	4	3	2	1

The data from the questionnaire were then classified to know whether the students' perception on presentation in Speaking in Professional Context subject is positive or negative. The formula used to classify is:

$$\text{Interval Range} = \frac{\text{Range}}{\text{Total Level}}$$

(Sudjana, 1984: 46)

For the students' questionnaire, the highest score expected is 100 and the lowest score is 20. So, the interval range is:

$$\text{Interval Range} = \frac{100 - 20}{5} = 16$$

Based on the calculation, the classification is depicted as follow:

Table 3.3
Classifications of Students' Perception Questionnaire

Score	Category
20 – 35.9	Extremely Negative
36 – 51.9	Negative
52 – 67.9	Fair
68 – 83.9	Positive
84 – 100	Extremely Positive

After classifying the result of the students' perception, the next step in analyzing the data is finding out the frequency of each response per item. Then calculating the percentage of each response based on the frequency by using the following formula.

$$P = \frac{f_o}{n} \times 100\%$$

(Sudjana, 1984: 49)

p = percentage

fo = frequency

n = total respondents

Second is qualitative data. The results of the interview and open questionnaire belong to qualitative data. To capture and understand the students' answers, the interview was tape recorded, transcribed, and used to support the data for the questionnaire in order to describe the students' perception on presentation in Speaking in Professional Context subject.