

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology used in this study including statements of the problem, research design, site and respondent, data collection method, and data analysis.

3.1 Statements of the problems

The study is intended to identify NEDS' difficulties in speaking English and their strategy to overcome the difficulties encountered. In accordance with the study, the followings are the formulated problems.

1. What difficulties are encountered by non-English department students in speaking English?
2. What strategies are applied by non-English department students to overcome the difficulties encountered in speaking English?

3.2 Research Design

The study uses case study research design to investigate NEDS' difficulties in speaking English and their strategies to overcome the difficulties encountered. The case study design with qualitative method is appropriate for this study since the data collected are in the form of words of pictures rather than number and concerned with a process rather than simply with outcomes or products (Bogdan and Biklen as cited at Sugiyono, 2005: 9). A case study also allows the researcher to do the study in-depth with a small amount of respondents (Garger, 2010). A small amount of respondents enables the researcher to focus more and gain the data deeper during the research, especially when the researcher is faced with time constraints.

3.3 Site and Respondents

The site of this research is one of college of nursing in Bandung. One of the first year classes which involves twenty five students is selected as the respondents of this study. The selection of respondents is based on the accessibility of the researcher to the college, the willingness of the lecturer and students to be observed. In this college, what is taught to the students in this semester is intermediate level of English for nursing purposes (ENP). It is taught once in a week with the allocation time 2x50 minutes for each meeting or the same as two credit hours.

3.4 Data Collection

In this research, the data are collected by using questionnaire and interview.

3.4.1 Questionnaire

The questionnaire consists of a set of statements in the scale which should be completed by respondents (Best and Kahn, 1998: 298). It is a combination of close and open questions. The close questions are used because it prescribes the range of responses from which the respondent may choose, it is also quick to complete and straightforward to code, while open question is used to enable the respondents giving their responses which are not available on the statements (Cohen, 2005: 248). Yet, the number of the open question is only two to simplify the process of classifying.

The questionnaire is divided into two parts which in total consists of twenty four statements with two optional answers: 'yes' or 'no' and two open questions (Cohen, 2005: 250) (see appendix A). The first part is to find out NEDS' difficulties in speaking English, whereas the second part is to see the strategies used by NEDS to overcome the difficulties in speaking English. The items in the questionnaire are written in Bahasa Indonesia, for better understanding (DeRoche and Lahman, 2008). The items on the questionnaire are

adapted from Yastutik (2007), Hanani (2008), Saputro (2008), Brown (2001), Ur (1996), Harmer (2007), Kondo & Yang (2004), Sperling (2008), Oxford (1990 & 1993), and Thornburry (2005). The distribution of questions in the questionnaire can be seen in the table below (table 3.1).

Table 3.1 The Distribution of Questions in the Questionnaire

No	Category	Item number
1	Difficulties encountered by the students in speaking English related to linguistic aspect	8, 9, and 10
2	Difficulties encountered by the students in speaking English related to psychological aspect	1, 2, 3, 4, 5, 6, and 7
3	Strategies used by the students to overcome difficulties in speaking English related to linguistic aspect	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14
4	Strategies used by the students to overcome difficulties in speaking English related to psychological aspect	1,2,3,4,5

3.4.2 Interview

A semi structured interview with open-ended questions is employed in this study to get deeper information from the students related to their difficulties and strategies in speaking English. A semi structured is appropriate for this study. Despite these guiding questions, the researcher is still allowed to ask new questions that arise during interview interactions which also allow the researcher to go deeply into the information of the respondents (Hatch, 2002: 94). In addition, open-ended questions are used so that the respondents can answer the questions in their own way and in their own words (Cohen, 2005: 122).

Interview is employed in this study as another source of data to get confirmation of what is gained from the questionnaire. The interview is conducted in the respondents' first language, Bahasa Indonesia, for better understanding (DeRoche and Lahman, 2008) (see appendix B). The process of interview is audio taped. Hancock and Algozzine (2006: 40) state that the best way to record

interview data is to audio tape the interview. In addition, Gay, Mills, and Airasian (2009: 134) also state that audio tapes are convenient and reliable, still the original data is available at anytime.

Table 3.2 The Distribution of Questions in the Interview

No	Category	Item number
1	Difficulties encountered by the students in speaking English related to linguistic aspect	2, 3, and 4
2	Difficulties encountered by the students in speaking English related to psychological aspect	5, 6, 7, 8, and 9
3	Strategies used by the students to overcome difficulties in speaking English related to linguistic aspect	12, 13, and 14
4	Strategies used by the students to overcome difficulties in speaking English related to psychological aspect	15, 16, 17, 18, and 19
5	General question related to difficulties and strategies	1, 10, 11, and 20

3.5 Data Analysis

As mentioned previously, the data are derived from questionnaires and interviews. Miles and Huberman (1994: 58) propose several simultaneous activities in qualitative analysis: collecting information from the field, sorting the information into categories, formatting the information into a story or picture, and writing the qualitative text. In addition, the data from those sources are transcribed, classified, analyzed and finally interpreted.

3.5.1 Questionnaire

At first, after questionnaires are distributed to the respondents, the data from questionnaire were scored. Score 0 is given for no and 1 for yes (Marion, 2004). Then, the response frequencies are calculated. After calculating the response frequencies, the answers of the questionnaire are classified based on the category: difficulties in speaking English related to linguistic aspect (LA) and psychological aspect (PA), and strategies used to overcome difficulties related to

linguistic aspect (SLA) and psychological aspect (SPA) (Mai, 2008; Juhana, 2012). Then, the data of each category are arranged from the biggest calculation to the least. At the end, the answers of the questionnaire are described and interpreted into qualitative descriptions.

3.5.2 Interview

After interpreting the result of questionnaire, data analysis of interview is conducted. First, the tape recorded interviews are transcribed. After transcribing the tape recorded interviews, the next stage involves analyzing them. There are some stages conducted in analyzing the interview data: classifying and interpreting. The data are classified based on the category: difficulties in speaking English related to linguistic aspect (LA) and psychological aspect (PA), and strategies used to overcome difficulties related to linguistic aspect (SLA) and psychological aspect (SPA) (Mai, 2008; Juhana, 2012). After that, it is interpreted. The interview data are used to find the difficulties encountered by NEDS in speaking English and the strategies used to overcome the difficulties. The result of the questionnaire and interview then answer all the research questions.