

CHAPTER THREE METHODOLOGY

This chapter begins with the discussion on the research method followed by the choice of the research site and the participant. Further more, it talks about the techniques of collecting as well as the validity of the data. This chapter finally ends with an elaboration on the techniques of the data analysis.

3.1 The Research Method

This study is descriptive and qualitative in nature since it focuses on observing, interpreting, and understanding the collected data to find the real obstacles that hinder the students from practicing speaking English. Qualitative study in nature is conducted inductively, meaning that the study begins from data collected from the field and analyzed (Cresswell, 1984). Descriptive method, because this method characterized by attempting to describe characteristics and events that exist (Kamil, 1985). The researcher decided to use this method since his intension was to obtain a thick description about the students' obstacles in practicing speaking English.

In particular, this study employed a case study method considering that this is the most appropriate method in investigating the phenomenon of the students' reluctance to practice speaking English. Meriam (1998) states that a qualitative case study is an intensive, holistic description and analysis of a single instance, phenomenon, or social unit. She also explains that a case study is a process, which

tries to describe and analyze some entities in qualitative, complex and comprehensive terms not infrequently as it, unfolds over a period of time.

3.2 The Research Site

The study was conducted at Batam Polytechnic. The researcher chose this university because it is one of the favorite universities is Batam and it is easy to access since the researcher has been working there for years.

3.3 The Participants and the Samples

The participants were the second semester of Batam Polytechnic students consisting of 270 students. Those students were divided into nine classes – those were thirty students in each class, based on their English ability level. The students' English ability was leveled by using TOEIC model test.

English was only taught in the first until to the third semester in Batam Polytechnic. Hence, in the even period semester in which the data was taken, it was only the second semester classes which were taking English course. The fourth and the sixth semesters had no more English course. The other reason why the second semester students were chosen was because the fourth semester students have already got attachment program, while the sixth semester students have got busy with their final project.

The sampling techniques applied was purposive sampling in which based on the specific purpose of the research, the researcher used personal judgment to select

the samples (Fraenkel, 2001). Since the purpose of the research was to find out the obstacles in practicing speaking English, with the help of the English lecturers, the researcher chose the ten least active students in practicing speaking English from each of the nine classes. Hence, from those 270 participants, ninety students (33.3%) were selected to become the respondents of the research.

3.4 The Techniques of Collecting Data

In qualitative research the trustworthiness and authenticity of the data collection play a very important role (Guba, 1981; Lincoln & Guba 1985 as cited in Musthafa, 2000). Hence, in collecting the data the researcher applied questionnaires and interviews.

The questionnaires were distributed to the ten least active students in practicing speaking English from each class to browse in and elicit their ideas and reasons why they get reluctant to do the practice. To get a more comprehensive data, the English lecturers were then interviewed to get their perception about the student's obstacles as well as to search out their opinion about how overcome the obstacles.

3.5 Validity

In order to enhance and maximize the trustworthiness of the research result, the researcher applied some strategy as follows: Firstly, the questionnaires were distributed to the ten least active students in practicing speaking English from each

class in order to elicit the obstacles that hinder them from doing the practice. After that, to get a more valid data, the English lecturers were also interviewed to get their perception about the student's obstacles in the absence of the students.

3.6 The Techniques of Data Analysis

In analyzing the collected data, the researcher took the followings the steps: *Firstly*, the analysis was done by identifying the students' opinion about their obstacles in practicing speaking English from their answers to the questionnaire questions.

Secondly, after collecting the findings, categorization was made based on the source of the obstacles. There were three categories of obstacles that explain the Batam Polytechnic students' reluctance to practice speaking English; obstacles related to the students themselves, obstacles related to lecturer, and obstacles related to environment. However, some of the obstacles were overlapping since some students had more than one barrier in practicing speaking English.

Thirdly, the quantification was made. This was done by quantifying the frequencies of each obstacle, obstacles subcategories, and obstacles categories in the form of percentage.

Then, the first until to the third steps were employed with the lecturers' opinions about the students' obstacle from the interview data.

After that, the data about obstacles from the students' point of view and from the lecturers' point of view were compared in which they were the same and different. Both the students and the lecturers had the same opinion about the students' limitations in vocabulary and grammar as the main obstacles for the student to practice speaking English. They also had the same opinion about the obstacles related to environment. Yet, they had different opinion about the students' limitation in pronunciation and about the obstacles related to the lecturer.

Next, each of the obstacles was analyzed using the theories presented in chapter 2 to see how it hindered the students from practicing speaking English.

Finally, the lecturers' opinions about the future improvement of the speaking teaching in Batam Polytechnic were analyzed using the theories presented in chapter 2 to find out the possible solutions to each of the obstacles.