

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter consists of discussion about research methodology includes research design, site and respondent, instruments, data collecting procedures, and data analysis.

#### **3. 1 Research Design**

This study used a case study research design and it is qualitative in nature. Case study design was appropriate for this study since the aims of the study is to discover students' difficulties in speaking and strategies to overcome their difficulties. In addition, this study was related to existing theories not to test the theories and not to generalize the finding. As Croker and Heigham (2009) suggest that a study with qualitative approach attempts to investigate a particular phenomenon and it does not seek to generalize findings to other context (Croker and Heigham, 2009 as cited in Thooyibah, 2010).

A case study allows the researcher to do the study in-depth with a small amount of respondents. As Emilia (2000) suggests that a researcher is allowed to do a study in a small and single case through case study (Emilia, 2000 as cited in Thooyibah, 2010). Besides, it gives benefit for the researcher because of limitation of time that the researcher has. By those reasons, the design is appropriate for this study since the study involves small amount of respondents to

find students' difficulties in speaking English and their strategies to overcome the difficulties.

The data in this study were gained through multiple data collection methods that were questionnaire, interview and observation. Thus, the weakness of one data collection method can be covered with the strength of another data collection method.

### **3. 2 Site and Respondents**

The site of the study was second grade students of a Vocational High School in Bandung. One of second grade classes in that vocational high school was selected purposively as the respondents of this study. This class was selected through observation to find the most appropriate class to be respondents of this study. Before doing the observation, the researcher asked for suggestion from second grade teacher to indicate a proper class for this study. This class involves 33 students.

The respondents were selected purposively in order to get data from the most appropriate sources (Arikunto, 2009). Purposive sampling is used for research with non generalization purpose. Since the purpose of this study is not to generalize the finding to other context, purposive sampling is chosen.

Based on the observation, most of students faced some difficulties when they were speaking in English. They use incorrect sentences grammar, inappropriate vocabulary and improper pronunciation. Besides, they also use long pause, ask for help from their friend and teacher, and sometimes they switch to

their mother tongue when they are speaking in English. Those activities are assumed as their strategies to overcome their difficulties. Therefore, this class was appropriate for this study.

### 3. 3 Data Collection

#### 3. 3. 1 Instruments

This study used three instruments to collect data. The instruments were:

First instrument is questionnaire. In this study, questionnaire was used to get information about difficulties faced by the students in speaking English. It was also used to obtain the information about their strategies in solving the difficulties. It was distributed to 33 students who were the respondents of this study.

The questionnaires used in this study consist of 26 questions. It was combination of close and open questionnaire. Questions number 1 to 12 is about students difficulties in speaking while questions number 13 to 26 is about students strategies to solve the difficulties. The distribution of questions in the questionnaire can be seen in table 3. 1 below.

**Table 3. 1 the Distribution of Questions in the Questionnaire**

No	Category	Item number
1.	Students' difficulties in speaking relate to linguistic knowledge	1, 2, 3, 4, 5 and 6
2.	Students' difficulties in speaking relate to psychological traits	7, 8, 9, 10 and 11

3.	Students' strategies to solve their linguistic difficulties	13, 14, 15, 16, 17, 18, 19, 20 and 21
4.	Students' strategies to solve their psychological difficulties	22, 23, 24 and 25

Those questions in the table above are close questions while open questions are question number 12 and 26. Close questionnaire is used in this study because it is easy to be responded by the respondents and easy to be analyzed by the researcher, while open questionnaire gives the respondents an opportunity to state what they want to say which is not available in close questionnaire. The students were asked to choose yes or no for each close question and wrote down other difficulties and strategies for open question.

Second instrument is interview. It was used to validate the data from questionnaire and to gain deeper information which was not available in questionnaire. The interview was conducted with all the respondents individually. Semi-structured interview was used in this study. It was because by using semi-structured interview, the researcher enables to ask the interviewee flexibly while focus on the topic of the study. Nunan (1992) suggests that in semi-structured interview, the interviewer has general idea about the interview and does not bring the interview with determined questions. It focuses on the topic rather than list of determined questions. The interview was recorded in order to make the researcher easier to transcribe it into interview script.

Third instrument is observation. It was used to know about students' speaking behavior in the classroom. It observed speaking difficulties that

appeared when they were speaking. It also observed strategies used by them. The students are observed when they were learning English with their teacher. Furthermore, it was used to ascertain the data which were gained by questionnaire and interview. Through observation, behavior and the meaning attached to those behaviors can be learnt (Marshall, 1995 as cited in Sugiyono, 2008). Observation enabled the researcher to gain data from natural setting.

### **3. 3. 2 Data Collecting Procedure**

The data in this study was collected through these procedures:

- Administering questionnaire to the respondents.
- Collecting the result of questionnaire.
- Counting and classifying the result of questionnaire.
- Analyzing the result of questionnaire.
- Conducting the interview.
- Transcribing the result of interview into script and coding the script.
- Analyzing the result of interview.
- Conducting the observation in the classroom to know students' difficulties in speaking and the implementation of students' strategies in solving their speaking difficulties.
- Interpreting.
- Discussing.
- Drawing conclusions.

### **3. 4 Data Analysis**

After collecting the data, several steps were conducted to analyze the data gained. The difficulties found were classified into two groups, difficulties related to linguistic competence proposed by Oxford (1990) and to psychological traits proposed by Brown (2001) and Harmer (2003). The strategies were classified according to the difficulties. They are classified into strategies used to solve linguistic difficulties and strategies used to solve difficulties relate to psychological traits. Besides, the strategies are related to communication strategies outlined by Thornbury (2005), those are: circumlocution, word coinage, foreignizing, approximation, using an all purpose word, language switch, paralinguistic, appealing for help, avoidance strategy and discourse strategy. It is also related to affective strategy proposed by Oxford (1990).

The data from questionnaire were scored. Score 0 is for no, and score 1 is for yes. Then, it is calculated to know the percentage of difficulties and strategies used by the students.

The difficulties found from questionnaire are arranged from the mostly faced by the students to the least. The strategies are also arranged from the most frequently used by the students to the least. After analyzing the result of questionnaire, interview was conducted as second instrument of the study.

The data from interview was transcribed into interview script. Next, analyzing the script is performed by reading them thoroughly. Then, to sign specific data which are relevant with the purpose of the interview, coloring code is used. All the data are analyzed and interpreted to find out difficulties encountered

by the students and the strategies they used to solve the difficulties in order to answer the questions of the study. But, before answering those questions, the result of questionnaire and interview are synchronized with data of observation to know the employing of strategies and the difficulties in natural setting.

