

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The writer investigated about factors promoting and hindering foreign students in using English by choosing the qualitative research. It is concerned with developing social phenomena (Hancock, et al. 1998). According to Ary, *et.al* (2010) defined to understand a phenomenon by focusing on the total picture rather than breaking it down into variables.

In this study, the writer chose case study. It was to identify a cultural issue of individuals which focused on an in-depth exploration of the actual case (Yin, 2008). The focus was on developing an in-depth understanding of a case, such as an event, activity, or process. In education, this often includes the study of an individual or several individuals which is to understand an issue, such as students or teachers. (Creswell:477, 2012)

B. Setting of the Research

The writer did this research at State Islam University of Sultan Syarif Kasim Riau from 1 July 2016 to 10 August 2016. The writer chose the foreign students of English Education Department. The writer interviewed each foreign student in 2 meetings.

C. Participants of the Research

The population of foreign students of English Education Department was seven foreign students. There were three foreign students in the second semester,

one foreign student in the fourth semester, and three foreign students in the six semester. The participants of this research were three foreign students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau and their classmates.

The writer used “purposive sampling” that referred to the writer’s judgment sampling which the elements judged to be typical, or representative, were chosen from the population (Ary, Jacobs, Sorensen, Razavieh, 2010). The writer thought that they had better understanding about factors promote and factors hinder influenced themselves to use English because they were in sixth semester. So, they could share their experience in using English and they could communicate to the writer easily. It was to emphasize about the factors promoting and hindering in using English. The participants can use their personal judgment based on their knowledge about the phenomenon (Fraenkel and Wallen, 2009).

D. Instrument for Data Collection

The writer collected the data through interview. Then, the writer recorded the conversations. From interviewing the writer learned about the experiences, perceptions, and feelings of those being interviewed (Chims, 2008). The purpose of interviewing people was to find out what was on their minds—what they think or how they feel about something (Fraenkel and Wallen, 2009). The writer chose one-on-one interview which is a data collection process in which the writer asks questions to participant and records the answers from only one participant in the study at a time (Creswell 2002).

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In this study, the writer used open-ended questions to gain understanding about the participants' experiences. It indicated an area to be explored without suggesting to the participants how it should be explored (Fraenkel and Wallen, 2009). The open ended question posed defined the topic under investigation but provided opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock, 2007).

In defining validity of the data, the writer used triangulation method. After interviewing the participants, the writer also interviewed participants' friends to ensure about the information from the participants. In addition to the emergence of cultural influences, the use of qualitative methods also revealed a psychological variable (in particular, self confidence) which had not been investigated in quantitative studies of WTC.

Table. 3.1 Guideline of Foreign Students Interview

Interview's Guideline Question of Factors Promoting	
Language Learning Orientation	<ol style="list-style-type: none"> 1. When did you start learning English? 2. Why did you choose to take English as a major? 3. Do you think English important? Why? 4. What is your expectation in the future by learning English?
Social Influences	<ol style="list-style-type: none"> 5. Do you enjoy learning English? Why? If not, why not? 6. Do parents have an important role to motivate you? What make you think they are your main motivation? 7. Did you get support from peers? How much is it

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	important to you?
Language Anxiety	<p>8. What make you tend to use English in language class?</p> <p>9. How often do you prepare yourself before speaking?</p> <p>10. Do you feel afraid when the teacher will correct your mistake? Why?</p>
Self Confidence	<p>11. Do familiar people make you feel more willing to speak English? Why?</p> <p>12. Have you ever receive a good response from the teachers or peers in using English? What kind of response that you received?</p> <p>13. Speaking spontaneously or speaking with preparation, which one makes you feel more confident to speak English?</p>
Interlocutors	<p>14. Who did you speak English with most, between your teacher and your friends?</p> <p>15. In what situation would you speak most, between speaking in pairs or speaking in groups?</p> <p>16. What do you think about friends who have more competent than you? Do they motivate you to speak English?</p>

Interview's Guideline Question of Factors Hindering	
Social Influences	<p>17. How often do you get difficulties to express your idea?</p> <p>18. How do you convey your ideas while you are</p>

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	<p>getting difficulties to communicate it?</p> <p>19. What do you feel when your friends were looking at you when you used English in class? What would you do?</p> <p>20. Have you get a negative evaluation from your peers? What would you do?</p>
Language Anxiety	<p>21. What do you feel when the language teacher asks questions which you have not prepared?</p> <p>22. What will you do when you have to speak English without preparation?</p> <p>23. How often do you prepare yourself before speaking in class?</p> <p>24. Do you feel afraid when the teacher will correct your mistake? Why?</p> <p>25. What will you do when you do not understand what the teacher is correcting?</p> <p>26. Are you afraid that the other students will laugh at you when you speak in the foreign language?</p>
Self Confidence	<p>27. How did you talk in English in a large meeting of strangers?</p> <p>28. Did you choose to ask your teacher some questions when you did not understand something in class?</p>
Interlocutors	<p>29. How did you feel when you use English to speak with your teacher/lecturer?</p> <p>30. Do you talk in English in a small group of strangers?</p>

Table. 3.2 Foreign Students' Classmate Interview Questions

Foreign Students' Classmate Interview Questions	
Language Anxiety	<ol style="list-style-type: none"> 1. Do you think that Mr.A/Mr.N tend to use English in class? 2. While the lecturer is correcting Mr.A/Mr.N mistakes, did you ever see the lecturer gives the correction directly?
Self-Confidence	<ol style="list-style-type: none"> 3. Did you ever see Mr.A/Mr.N prepare before speaking English, for example he makes sentences into a piece of paper while having a presentation. 4. Do you think that Mr.A/Mr.N only speak English with familiar people? 5. Do you think that Mr. A/Mr.N will talk English in a large meeting with strangers?
Social Influences	<ol style="list-style-type: none"> 6. As a classmate of Mr. A/Mr. N did you support him in learning English?
Interlocutors	<ol style="list-style-type: none"> 7. Mr.A/Mr.N said that he is more comfortable speaking English with lecturers or friends. What do you think about it?
Language Learning Orientation	<ol style="list-style-type: none"> 8. As Mr.A/Mr.N classmate when his first time in the classroom. What do you think about his English?

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E. Technique of Data Analysis

The writer used content analysis to analyze data collection meant to reduce amounts of written data through the categories. Content analysis defined as a process of summarizing and reporting written data – the main contents of data.

It focuses on language and linguistic features, meaning in context which used codes and categories (Cohen, 2007)

The use of data reduction technique: transcribing, coding, and interpreting data. It referred to transcribe the data, to code the data into some categories and to interpret (Miles and Huberman, 1994). The first process was the writer transcribed the data of interviews, then the transcription of the data was be coded into some categories. The last, the writer interpreted the data that had been collected. According to Miles and Huberman (1994) the three components in analyzing the data:

1. Data Reduction

In the process of data reduction, the writer selected, focused, simplified, and transformed the data into a note or transcription. The data reduction was done during the research activities. Data collections were analyzed by using a data reduction technique: transcribing, generating categories through coding and interpreting data.

2. Data Display

This technique was used in arranging information, description or narration in order to draw the conclusion. By presenting the data, the writer considered about what she should do. In addition, she could make the

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analysis or take the action on her understanding. The data already displayed were done through the reduction of the data in order to reduce overlapping unimportant and ambiguous information.

3. Conclusion or Verification

The third activity was to draw conclusion and verification. In this study, conclusions were drawn continuously throughout the course of study. The writer accumulated and formulated her interpretation based on the data gained.