

## **CHAPTER III**

### **RESEARCH PROCEDURES**

This chapter presents the procedures employed in this research in order to conduct the research. It describes five main parts of research procedures, namely research design, setting and participants, data collection, data analysis and research schedule.

#### **A. Research Design**

The research method in this present study used descriptive case study in order to investigate the phenomenon about students' emotions of a secondary high school in public speaking experience based on emotional geographies perspective. It was appropriate since descriptive case study is used to present a picture of the phenomenon being studied in detailed and contextualized (Yin, 2003, as cited in Hood 2009). This method also enables a researcher to closely discuss the data within a specific context (Zainal, 2007).

#### **B. Setting and Participants**

This research conducted in an Islamic secondary high school in Indonesia, located in west java because of two considerations; (1) The researcher is a students' teacher in this school; (2) This school held an activity of public speaking that called *muhadoroh*. The participant that willing to participate is suitable because of some considerations; (1) The two participants which have similar grade that are from the third grade of secondary high school; (2) The participants consisted of male and female who are around 15 years old; (3) They come from different race, those are: sundanese and betawi; (4) They have experience to give the speech in *muhadoroh*.

#### **C. Research Procedures**

In conducting this research, these steps were used as follows: the participants were asked to sign a consent from verifying their agreements to participate in this research as

voluntary. Next, by their agreement, the researcher did the interviews to obtain the information. The interviews were recorded and conducted privately in order to make them felt comfortable when they expressed their thoughts and emotions. After obtaining the information through the interview, the data was decoded by the researcher.

#### **D. Data Collection**

The empirical data were gathered using semi-structured interview. And the voice recorder was used as a tool for recording the interview process. The semi-structured interviews were used to get the information that related to the aspects of emotional geographies regarding the students' emotions of public speaking experience in *muhadoroh*. It used since these interviews are allows the participants to clarification of interesting and relevant issues raised by them (Hutchinson & Wilson, 1992, as cited in Barriball, 1994, pp. 331). This interview was conducted two times until the researcher felt that the information obtained was sufficient.

#### **E. Data Analysis**

The data from the semi-structure interview were recorded, transcribed, translated, and analyzed after the researcher did the interviews. Those data were analyzed by using thematic analysis since this method enable the researcher to identify the important needs in relation to the certain topic of a phenomenon and research questions that are being explored (Braun & Clarke, 2012) and then categorized based on Andy Hargraves (2001) of emotional geography framework in five aspects; Physical, Moral, Sociocultural, Professional, and Political. The data collected were analyzed in six steps:

##### 1. Phase 1: Familiarising with the data

In this phase, the researcher transcribed the result of interview in the form of audio. Then, she read and reread the transcription in order to be familiar with it.

No.	Time	Interviewer	Interviewee
1.	00.01-00.05	Assalamualaikum?	Walaikumsalam.
2.	00.06-00.09	Can I continue the previous interview with you?	Ok.
3.	00.11-00.25	How did you interact with the audiences when you gave a speech?	When interacting with the audiences, I like to try to <i>sholawatan</i> together with them, then give a poem, and sometimes ask questions too.
4.	00.28-00.50	Ok, how was the audience response when you gave a speech at <i>Muhadoroh</i> ?	Sometimes there are students who listen and sometimes they don't. I usually like to <i>sholawatan</i> , or give poem in my speech, and the speech material is also like there is a joke. So that they are attracted and concerned.

Figure 3.1 Data transcription and translation

## 2. Phase 2 : Generating initial codes

It is started by coding the transcriptions through highlight in different colours.

No.	Time	Interviewer	Interviewee	Initial Codes
1.	00.01-00.05	Assalamualaikum?	Walaikumsalam.	
2.	00.06-00.09	Can I continue the previous interview with you?	Ok.	
3.	00.11-00.25	How did you interact with the audiences when you gave a speech?	When interacting with the audiences, I like to try to <i>sholawatan</i> together with them, then give a poem, and sometimes ask questions too.	Student's effort
4.	00.28-00.50	Ok, how was the audience response when you gave a speech at <i>Muhadoroh</i> ?	Sometimes there are students who listen and sometimes they don't. I usually like to <i>sholawatan</i> , or give poem in my speech, and the speech material is also like there is a joke. So that they are attracted and concerned.	Student's effort

*Figure 3.2 The process of generating initial codes*

### 3. Phase 3 : Searching for themes

The researcher grouped the data which possibly have the same colour that have been highlighted in order to make it easy to analyse.

Physical Geography (38)		Professional Geography (21)	
Continuous experience	9	Students' effort	13
Lack of time	11	Being responsible	2
Time pressure	2	Willingness to develop skills	1
Students' sense of place	6	Students' comprehension of professional	3
Closeness between friend and teacher	6	Students' background	2
Frequency of time	4		

*Figure 3.3 The process of searching for themes*

### 4. Phase 4 : Reviewing themes

The researcher reviewed all data for each the theme in order to make sure it has been grouped in the right place, then make the data more specifically.

Sociocultural Geography	Professional Geography
<ul style="list-style-type: none"> <li>• Different gender</li> </ul>	<ul style="list-style-type: none"> <li>• Being responsible</li> </ul>
Physical Geography	<ul style="list-style-type: none"> <li>• Students' comprehension of professional</li> </ul>
<ul style="list-style-type: none"> <li>• Continuous experience</li> <li>• Lack of time</li> <li>• Students' sense of place</li> </ul>	Political Geography
	<ul style="list-style-type: none"> <li>• Teacher's power</li> </ul>
	Moral Geography
	<ul style="list-style-type: none"> <li>• Students' goal</li> </ul>

*Figure 3.4 The process of reviewing themes*

### 5. Phase 5 : Defining and naming the themes

In this phase, the themes used to be interpreted and giving name for each theme using emotional geographies framework.

#### 6. Phase 6 : Producing the reports

The researcher reported what had been gained from this study. The interpretation of the data has done in this phase.

### F. Research Schedule

*Table of  
Research  
Schedule*

No.	Steps	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Jun. 2019	Oct. 2019
1.	Research Topic Approval						
2.	Writing Research Proposal						
3.	Proposal Approval						
4.	Seminar Proposal Examination						
5.	Conducting the Research						
6.	Transcribing Data						
7.	Analysing Data						
8.	Writing Research Report						
9.	Final Thesis Examination						