

Chapter Three

Research Methodology

This chapter discusses research methodology used in this study. This chapter consists of several parts of research design, research setting, research participant, technique of data collection, data collection procedures, and data analysis. This chapter is also completed by detail clarification in each discussion such as the reason in conducting each point in this chapter.

Research Design

This research used qualitative method. There are several scientists defining qualitative method. Patton and Cochran (2002) said, “Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis” (p. 2). Mason (2002) defined, “qualitative research is perhaps most commonly associated with certain schools which fall broadly within what is known as the interpretive sociological tradition, particularly phenomenology, ethno methodology, and symbolic of interaction” (p. 12).

Shelden and Roseland (2010) stated that qualitative research is the best suited to address a research problem in which you do not know the variables and need more explore. They also added that the literature might yield little information about the phenomenon information of study, and you need to learn more about the participant through exploration, for example, the literature may not adequately address the use of sign language in distance education course.

A qualitative research is needed to explore the phenomenon from the perspective of distance education student. It means that the researcher should more focus on the participant to find the result of the research. The other characteristics of qualitative research are stating the purpose and research question in a general and broad away, and it is based on the participant experience.

Furthermore, this research used descriptive qualitative research, because the research results explore about the phenomenon and opinion based on non-English department students' perception about the strategies in learning English that was non quantifiable. Hence, descriptive qualitative was suitable to be applied in this research. Description is a comprehensive interpreting of individuals, places, or events in a background of qualitative research and it is easy to begin the analysis after the first reading and coding of the data (Creswell, 2012). By using qualitative descriptive research, it could give more specific and also detail information related to this research.

Research Setting

This research was conducted at September 2017 at one private university in Yogyakarta. The researcher chose to conduct this research at one private university in Yogyakarta because the researcher was the students at this private university. Thus, the researcher knew much about the environment in this university, and it eased the researcher to get the data. Since this research aims to find out the non-English students' strategies in learning English, the researcher chose the students who were not enrolled as English department students

Research Participants

Creswell (2012) explained that the characteristics in qualitative research are it has small sample size, and there is no definite sample size. The participants in this research were the non-English department students. The researcher chose two female students who were enrolled as International Relation students, and one female student who was a Law student at one private university in Yogyakarta batch 2014 and 2015. The participants' names were presented using pseudonym as Bunga, Citra, and Lestari. The participants in this research had different level in their English achievement, because the researcher wanted to get various data. The participants were chosen because of some factors. First, those three participants had motivation in learning English. Second, the participants had English achievements; they ever joined debate contest, English writing contest, and English speech contest. Third, the participants were the volunteers of American Corner and *WarungPrancis*.

The first participant is Bunga. She was International Relation student batch 2015. She has become one of the volunteers of *WarungPrancis* since 2016 up to 2017. She had motivation in learning English, because she wanted to be able to communicate in English well. She liked to read novel and electronic magazine. Moreover, she wanted to work at another country such as New York.

The second participant is Citra. She was an International Relation student batch 2014. She had become the volunteer of American Corner since 2015 until 2018. She had motivation in learning English because she realized how big the impact of globalization is. She learnt English by communicating in English with her friends and also did self-talking after watching movie. In addition, her TOEFL score was 500 up to 570.

The third participant was Lestari. She was a law students batch 2014. She had motivation in learning English, because she realized that English is one of the important things which needs to be mastered in this millennial era. She liked to read English book such as novel. She ever became the part of International English Contest of Debate in Thailand at 2015.

Technique of Data Collection

The researcher used interview to collect the data. Interview is the kind of instrument for data collection. Patton and Cochran (2002) defined interview as like everyday conversation even though the researcher focuses on gathering the data from the participants. However, the kind of interview differs from everyday conversation, because it just concerned on conducting the data with rigorous way to ensure reliability and validity. Patton and Cochran also said that in practical terms of interview, the technique of interview should aim to be reproducible, systematic, credible, and transparent, semi-structured and in-depth.

According to Kitcwood, interview has a potential means of pure information transfer (as cited in Cohen, Manion, and Marisson, 2011). The second conception of the interview is that of a transaction which inevitably has bias that needs to be recognized and controlled. It means that the participant would be defining the situation in any particular way. The third conception of the interview is necessarily sharing many of the features of everyday life. The researcher made interview guidelines before doing the interview.

The researcher used standardized open-ended interview. According to Kerlinger, states that those that supply a frame of reference for respondents' answers, but those put a minimum of the restraint of the answer and their expression(as cited in Cohen, Manion, and Morrison, 2011). Kerlinger mentioned that there are many advantages of open-ended interview; the advantages

are it is flexible it allows the interviewer to probe so that s/he may go depth if s/he chooses, or clear up any misunderstandings it enables the interviewer to test the limits of the participant's knowledge, and it allows the interviewer to make truer assessment of what the respondent really believes. Knowing those advantages, the researcher decided to use standardized open-ended interview to collect the data in this research. Besides open-ended interview is flexible, open-ended interview is also suitable for this research to collect the data from non-English department students which is about strategy in learning English. The researcher had some reasons and considerations in deciding to use open-ended interview. First, the researcher believed that interview was suitable to collect the data based on the title and the research questions. Second, the researcher believed that interviewing the participants helped the researcher to find data easily and get in-depth information Cohen, Manion, and Marisson (2011) stated:

The interview is a flexible tool to collecting data. Enabling multi- sensory channels to be used, verbal and non verbal, spoken and heard. The order of interview may be controlled whilst still giving space for spontaneity, and the interviewer can press not only for complete answer but for responses about complex and deep issues (p.409).

Data Collection Procedures

There are several steps in collecting the data done by the researcher. The first step was the researcher asked permission to the participants for readiness to be interviewed. After asking the permission to the participants, the researcher made appointment with the participants to do interview. Then, the researcher interviewed the participants. The interview was done around in 15-25 minutes for each participant, and the language used in the interview was Indonesian

language. Indonesian language was used in the interview in order to ease the participants in answering the questions. In addition, using Indonesian language also helped both the researcher and the participants to avoid misunderstanding during the interview. During the interview, the researcher recorded the interview using smart phone. Additionally, the researcher also used notebook and pen to write something important.

Data Analysis

After interviewing all of the participants, the next thing done by the researcher was analyzing the data. The first step done by the researcher in analyzing the data was transcribing the data. Cohen, Manion, and Marisson (2011) defined transcribing as changing the spoken form to written form, because the researcher writes down what the participants said.

After transcribing the data, the researcher did member checking. In doing the member checking, the researcher gave the interview transcription to the participants, and the researcher asked the participants to check whether the data was appropriate with what they said during the interview.

Frankel and Wallen (2003) stated that member checking is when the participant checked the transcription for the accuracy and validity the data. After the researcher did member checking to the participants the researcher did coding.

According to Creswell (2012), "Coding is the process of segmenting and labeling text to form description and broad themes in the data" (p. 243). Kerlinger defined coding as the translation of question's research and respondents' information to the specific categories for the purpose of data analysis. The aim of coding is to make the categories with the theme and several

topics for the finding. Hancock and Algozzine (2006) stated that coding is labeling or giving codes in every items with the aim that researcher could make the differences and similarities in every item of data. Coding is divided into four types, those are open coding, analytical coding, axial coding, and selective coding.

The first coding is open coding. Cohen, Manion and Morrison (2011) said:

Open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, paragraph-by-paragraph or unit-of-the-text-by-unit of the text basis. Then the codes can be grouped into categories, with the categories given a title or name by the researcher (p. 561).

During the open and analytical coding, the researcher decided which sentences used in the findings. Then, after deciding the sentences, the researcher underlined and italicized the selected texts. After underlining and italicizing the selected texts, the researcher also labeled the text by giving a participant number and also statement number. Moreover, the researcher made some categories, translated the statements, and made themes. The categories were made from the participants' statements. After that, the researcher translated the underlined and labeled statements into English language. The process of translating the statements into English language is the process of analytical coding. After that, the researcher did axial coding. Cohen et al. (2011) said, "An axial codes is a category label ascribed to a group of open codes whose referents (the phenomena being described) are similar in meaning" (p. 561). In doing the axial coding, the researcher wrote the themes based on the research questions. Then the last coding is selective coding. Manion et al. (2011) stated that in the selective coding the researcher identifies the core of categories from data text then integrates them to form a theory. From selective coding, the researcher found the findings of the research.