Chapter Three

Methodology

This chapter discusses methodology that was used by the researcher in this study. The study investigated the use of English novel in improving students' vocabulary in English language classroom. This chapter includes some points related to methodology. The points are the research design, research setting, research participant, data collection, method and the last is data analysis.

Research Design

This study aims to find out the students' strategies in mastering vocabulary in reading an English novel. To achieve this aims the researcher used qualitative research design. According to Creswell (2012), qualitative research is to address a research problem in which the researcher do not know the variables and need to explore. Based on the research questions, this study explored students' experiences in using strategies by using an English novel. English novel is one of media used by students in learning English language. Reading an English novel is the activity that usually students do before they come to the classroom. The other purpose is the researcher wanted to know the opinion of the students about the benefits that they get after they read English novel during the semester.

To describe students' experiences in using strategies to master vocabulary by using English novel, this study used descriptive qualitative research design. Descriptive qualitative research presents the findings by describing in detail the phenomenon based on participants (Creswell, 2012). The reason was because the

researcher wanted to find detail information about students' experience in learning English language using English novel. The researcher wanted to know the students' strategies to master vocabulary through reading an English novel and to know the benefits of reading English novel in EFL classroom.

Based on the purpose of this research, descriptive qualitative was suitable because this research wanted to find out detail information from the participants about their experiences in learning vocabulary through English novel and also to find out students' opinion about the benefits of reading English novel that they are able to develop after they finish reading.

Research Setting

This research was conducted in a private university in Yogyakarta-at English Education Department. The first reason is, this department has some courses that used English novel to support students in learning English. The courses that require students to reading novel are Academic Reading and Writing, Interpretative Reading and Argumentative Writing, and Curriculum Design. The second reason, in every semester the course requires students to read English novel, and they should answer the questions based on the novel. Hence, reading English novel will determine their final score because the final score is taken from the result of reading novel. The third reason, there is a vocabulary quiz that the students do in the classroom, the vocabulary is taken from the novel that the students have to read. The last reason, it will be easier if the researcher conduct the research in ELED because the researcher has an access to this ELED.

This research finished in 7 months over 2 weeks. The first chapter is the introduction that took 3 weeks to write. The research started from the third week of November. The second chapter is about literature review that also took three weeks to write. In this chapter, the researcher explained the theory related to the study. In chapter three, the researcher explained research methodology and data gathering instrument that took four weeks. For gathering/collecting data from the participants, the researcher needed two weeks. After gaining data the data analysis finished in three weeks. The last one was reporting the findings or data. The reporting process took eight weeks. Finally, this research finished in the last week of July 2018.

Research Participants

ELED students of private university in Yogyakarta batch 2014 became the participants of this research. Students batch 2014 has four classes, the classes were A, B, C, D but the researcher choose class D to be the participants of this research because class D is class that every semester uses English novel in their class. Furthermore, the researcher has an access to of class D where in that class the students should read English novel, thus the researcher know the improvement of students' score because in every meeting the lecturer shows that students can see the result of close book journal using novel in the screen.

The technique sampling that the researcher used in this study is convenience sampling. According to Cohen, Manion, and Morrison (2011) convenience sampling is the researcher chooses the nearest individuals to be

participants. In convenience sampling the researcher chose the nearest people in their area. The participants have known the researcher. Thus it gave the opportunities to individual close to the researcher. In this technique, the researcher also chose the participants determining some categories appropriated with the study. Therefore, it is not just the nearest individual but also the individuals who have the appropriate categories.

The researcher chose four participants from class D 2014. The participants have some criteria. The first, they have joined EED around seven semesters therefore the researcher can see the improvement of their vocabulary. The second, the students have joined close book journal for several times because in close book journal the lecturer used English novel as a media of teaching. The third, the students always get a high score in doing close book journal thus the researcher know the improvement of students' score because in every meeting the lecturer shows that students can see the result of close book journal using novel in the screen, it means that the students understand almost a whole story of the novel and indicates that the students understand the vocabulary in the novel and the last is the students get high score in vocabulary quiz.

Data Collection Method

In this study the researcher used interview as the method to collect the data and the types of interview that researcher used was standardized open-ended interviews. According to Patton (1980), "the detail wording sequences of questions are determined in advance, interviews are asked the questions in the

same order". It means that standardized open-ended interview is the question that the researcher gives to the participants based on the sequence or not random. The reasons the researcher used this types of interview because it helped the researcher organize the questions. When the researcher gave the questions in order, it helped researcher to analyze data based on the questions. Standardized open-ended interview made the researcher did not feel confused in doing interview because the researcher structured the questions.

The instrument was the interview guideline. The interview guideline was created by the researcher based on the purposes of the research and was related to the research questions. It helped the interviewer to ask the questions.

The researcher used open-ended items for construction of the schedule. According to Kerlinger (1970) as cited Cohen, Manion, and Morrison (2011), "open-ended items defined as those that provide a frame of references for respondents' answers, put a minimum of control on the answer". In doing open-ended item the researcher got rich and depth information from the participant because the respondents is the source of the information, but the researcher put the minimum of restraint on the answer so the researcher got the information appropriate with the purpose of the study. According to Tuckman (1972) this allows the respondents to give the answer based on their way. It is because the researcher wants to get a lot of information from the participant, so the information can help the researcher to find the result of the research.

Data Collection Procedure

The researcher created the instrument based on the purpose and the research questions of this study. Before the researcher interviewed the participants, the researcher created an interview guideline based on the purposes and the research questions. Interview guideline helped the researcher organized the process of interview. The point of the interview guideline was about the students' strategies of using English novel to improve students' vocabulary mastery and also about the benefits of reading English novel in EFL classroom.

After the researcher had the interview guideline, the researcher contacted the participants for doing the interview. In this study the researcher contacted the participant by texting or telephoning. The reason was because it is the effective way to contact the participants and to make an appointment. Then the researcher determined the place. The interview was take place in a private University in Yogyakarta. The specific place was taken in English Education Department building. The second choice of the place depended on the participants because they usually have their matter. So the researcher should adjust the schedule of the participants.

In doing interview the researcher used Indonesian language. The reason is to make the participants easier to answer the questions. Indonesian language is the first language for both the researcher and the participants. Therefore, the participants were not afraid/anxious about their language and the researcher could get rich data because the participants enjoyed the process of interview. For the

process of interview, the researcher needs some tools to support the interview.
The tools used in this study were mobile phone recorder, pen, and note. Those
tools help the researcher in collecting the data. In every section of interview, it
took around 10-15 minutes or one participant get 10-15 minutes in the process of
interview.

Data Analysis

In this step, the researcher first transcribing the result of interview. The
transcribing was done by the researcher by listening to the recording and writing
what the speaker was saying. The researcher was careful in doing transcribing
because the researcher wrote the whole sentences that the researcher listened.
Also, the reseacher used verbatim transcription. It means that the researcher did
not add anything or change the participants' statements. It was to make the
researcher easier in transcribing the recording, because the reseacher wrote what
the participants said. In transcribing the data, the researcher did not reveal the real
name of participants; it means the participants were written anonymously. So the
researcher used the name of flower to change the real name such as Mawar,
Melari, Anggrek and Anyelir.

Before the researcher did the coding, the researcher did a member
checking to the participant. It is important for the researcher for doing member
checking because the researcher wanted to ensure trustworthy data from the
participants that the researcher has interviewed. According to Vogt (2015),
member checking is the practice of researcher submitting their data or findings to

their informant (member) in order to make sure they correctly represented what their informants told them. Hence, member checking is to make sure that the answer of the participants is real from the participants. The result of member checking was that the participants confirmed the answers. There was no change.

Finally, the data was coded in sequenced step. According to Cohen et al (2011), coding is giving label or name to piece of text or information. There are some steps of coding. The steps are open coding, analytical coding, axial coding and the last is selective coding. In the first step is open coding. According to Strauss and Corbin (1990) as cited to Cohen et all (2011), open coding is giving a label of piece of text to describe and categories. In this step, the researcher gave a label of the data.

The second is analytical coding. Analytical coding is more than a describing code (Cohen et al, 2011). It becomes more interpretive. In this step, the researcher should interpret the data. It is a process of the researcher to break down information into smaller unit/segment. In this step of coding, the researcher got the theme or topic from the information

Next is about axial coding. Axial coding is a category label from a group of open codes which have similar meaning (Cohen et all, 2011). In this step of coding after the researcher gave a label and interpreted the data, the researcher divided the data into some categories. The researcher gave a mark of the categories.

The last is selective coding. According to Cohen et al (2011), Selective coding is the process of identifying the core category in a text. A selective code is similar with axial coding but this is at a greater level of abstraction than an axial code. In selective coding, the researcher divided the category in detail. It is like summarizing what the researcher does in open coding, analytical coding and axial coding. The researcher gives a core of category to make easier in summarizing the result. It also help the researcher in making a conclusion of the data analysis.