

## **Chapter Three**

### **Methodology**

This chapter presents the methodology that researcher used in this research. The first part presents research design that was used in this research. The second part presents the research setting and participants that were chosen for this research. The third part is discussing the data collection method and explained the reason why the researcher chose the method. Finally, the part of this chapter presents about data analysis.

#### **Research Design**

The purpose of this research was to get the information about the ELED UMY students' perception on authentic materials in reading class. The researcher designed this research using descriptive qualitative. Creswell (2012), explained that qualitative method explores a problem and develops a detailed understanding of a central phenomenon. This was the researcher's reason for choosing qualitative research design since it provided detail information which would be needed in exploring the students' opinion. In addition, Creswell (2012) also explained that qualitative research would be appropriate to be employed when it would identify research participants' opinion, believe, or even perception. In means that qualitative research aimed to reveal participants' opinion.

This method would be suitable to this research to find out the ELED UMY students' perceptions on authentic materials in reading class based on respondents experienced. This case in this research would be suitable when a qualitative

method is applied. The researcher showed the result in the form of describing words.

### **Research Setting and Participant**

**Setting.** This research was conducted in February 2018. It took place at English Language Education Department of Muhammadiyah Yogyakarta University. The reason to choose the ELED of UMY as the setting of this research was because there had been a phenomenon in ELED of UMY about the use of authentic materials in the classrooms. Authentic materials were also much used as the teaching material in this department such as in Basic Reading and Writing, Academic Reading and Writing, Interpretative Reading and Argumentative Writing, and Reading and Writing for Career Development. Moreover, another reason to conduct the research at ELED UMY was because of accessibility reason, the researcher was still a student of this department so she managed to access all participants easily.

**Participants.** The participants of this research were the students of English Language Education Department of Muhammadiyah Yogyakarta University (ELED of UMY) batch 2016 because they had learned English using authentic reading materials as teaching materials in some subjects in reading class. The researcher chose six students to be interviewed by using snowball technique. According to Creswell (2012), in the qualitative research, the number of the respondent was undetermined, as long as the data gathered had answered the research question, the least number of respondents was sufficient. There were two

criteria of selecting the participants of this research. First, the participants must be ELED of UMY active students of batch 2016 since they have already experienced some teaching reading and learning process. Second, those students have taken several courses which were related to the use of authentic materials in reading class, such as Basic Reading and Writing, Academic Reading and Writing, Interpretative Reading and Argumentative Writing, and Reading and Writing for Career Development, so that they have the appropriate information for this research.

The researcher chose the first two participants randomly from C class of ELED UMY batch 2016. Then the researcher asked those two participants to mention their friend of ELED UMY batch 2016 who have good score in reading activities. The researcher did the interview to the next participants suggested by the first two participants at cafeteria. There were some ELED UMY students batch 2016 there. Then the third participant suggested the researcher to conduct the interview with his three friends of A class batch 2016.

### **Research Instrument**

In the interview process the researcher asked several questions related to the research questions using interview guidelines as the direction. Next, the researcher used a recording application on her mobile phone to record the interviews and takes a note to write down some important keywords based on respondents' answer. Each participant spent 10 up to 15 minutes in the interview. The researcher conducted the interview using *Bahasa Indonesia* because the

researcher and the participants' first language is *Bahasa Indonesia*. The reason in using *Bahasa Indonesia* was to make easier communication for both the researcher and participants. The researcher used an interview guidelines to make the interview in focus.

### **Data Collection Method**

This study aimed at investigating students' perceptions toward their experience and review from reading English text by using authentic materials in the classroom. One-on-one interview was employed as a type of interview. It means the researcher and the participant was working face-to-face in the interview, one as an interviewer and the other one as a participant. There were several reasons in using one-on-one interview. First, the participant could feel more comfortable when he or she was being interviewed. The participants were also easier in answering the researcher's questions because they felt comfortable. Second, on one-on-one interview, it turned out that the participants were more focused. According to Creswell (2008, as cited in Rahmawati, 2015), with one-on-one interview the data gathered became more accurate because the participant can communicate naturally, comfortably, and clearly so that the researcher can ask if there is any misunderstanding on the questions asked. It was an opportunity for the researcher to get deep information and also the answers of participants were not influenced by one another.

The researcher did the first interview in her friend's boarding house. She asked some questions based on the interview guidelines to the first two

participants. The interview last for about ten minutes. Then the third participant was interviewed at the cafeteria together with the other three participants.

### **Data Analysis**

The last step after collecting the data through the interview, is analyzing the data from the participants. There were four steps used in this research to analyze the data, namely transcribing the data, doing member checking, coding the data, and categorizing the data. The first step was writing the transcription result from the interview. According to Creswell (2012), who stated that "transcription is the process of converting audiotape recordings or field notes into text data" (p.239). After transcribing the interview data, the next step was member checking. Based on a research written by Carlson (2010), member checking was basically an opportunity for participants to check the particular aspects of the interpretation of the data they provided. After the researcher finished transcribing, she took the data to each of the participants to ensure whether the information given was agreed by the participants or not. The researcher did the member checking by sending email to the participants about the interview transcript. All of participants confirmed that the interview transcript was same as their answers in the interview process. After member checking, the next step was coding data and categorizing the data. According to Creswell (2012), who stated that "coding is the process of segmenting and labeling text to form descriptions and broad themes in the data" (p.243). There were three processes of coding. The first the researcher did open coding. The second, the researcher did axial coding. According to Creswell (2012), who stated that "the grounded theorist selects one open coding

category, positions it at the center of the process being explored (as the core phenomenon), and then relates other categories to it” (p.426). The last step was selective coding which means analyzing and describing the data. The goal of this data analysis was to interpret the students answer and the finding could be reported. In open coding, the researcher entering transcribes interviews data into columns, then from the data made the coding that answered questions in research question. After that the researcher made axial coding, that is composed of a participant's answers had in the coding of the answers then create categories. The next step was the researcher did selective coding by analyzing whether the data of axial coding was appropriate to answer the research question. The last step, the researcher translated the answers of the participant into English then incorporated the data into chapter four.