

Chapter Three

Research Methodology

This chapter discusses some of the important studies related to the students' motivation in reading novels as a learning material in reading class. This chapter will explain the design of the research, setting of the research, participants of the research, data collection method and data analysis.

Research Design

The researcher used qualitative approach for this study. One of the purposes of qualitative method is to identify social trends. It is also able to know people's experiences and arguments in the field. "Qualitative approach uses more open-ended approaches in which the inquirer asks general questions of participants, and the participants shape the response possibilities" (Creswell 2012, p.19). The researcher used qualitative because this approach focuses on the social phenomenon which helps people to understand the world perception. In this study the researcher wanted to know students' motivation, students' experience, and what they felt when experiencing using English novels as teaching material in reading class.

In this research, the researcher used descriptive qualitative design. The researcher chose this method for this research because descriptive qualitative can explain a deeper understanding of the social trends. Hence, the researcher used descriptive qualitative because it enabled the researcher to explain and report about the student's motivation in reading English novels in the reading class especially in

one of the English Language Education Department in a private university in Yogyakarta more detailed. According to Merriam (1998), “The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or group of individuals” (pp. 255).

Research Setting and Participants

Research setting. In this study, the researcher conducted the research at an English Language Education Department in one of the private university in Yogyakarta. The reason to conduct this study at this private university of Yogyakarta especially in this the English Language Education Department is that there are some lecturers use English novels as teaching material in reading class. Therefore, it helps the researcher in conducting and collecting the data about the students’ motivation towards the use of novel as teaching material in reading class. In doing this study, the researcher chose one of the time to conduct and collect the data in the English Language Education Department at a private University of Yogyakarta in December 2018 for collecting, and analyzing the data.

Research participants. The participants of this research were four female students from the English Language Education Department batch 2015 in one of the private Universities in Yogyakarta. To select the participants in this research, the researcher adopted several strategies. First, the researcher chooses close friends as a participant. Second, the researcher attended the reading class session to see the participants for observation. The last was to make the list of potential students in terms of sharing the story about the novel during the reading class activity. Then, the

researcher coded the name of all the participants by using pseudonyms (Rose, Tulip, Jasmine, and Aster). The reason why the researcher chose batch 2015 as the participants in this study was that the researcher has accessibility to ask the students to be the participants in this research. The criteria of the participants were that the participants should be the students of the English Language Education Department who already took the reading classes with the lecturers who used English novels as teaching material for more than one semester.

In order to get the participants that are compatible with the researcher's requirement, the researcher then selectively chose whether they have motivation in reading or not based on their explanation in the classroom about the story of the novel have been their read. The criteria are first, the students felt enjoyment to read an English novel in the classroom. Second, the students tend to have less interest in the reading tests. It was known by observing the students' behavior that did other activities instead of reading during reading activities. Third, the students tend to have low scores in the reading activities.

The criteria for participants aim to get the participant's explanations more clearly based on their experiences in the reading class, which uses English novels. The students' batch of 2015 consists of four classes. The classes are A, B, C, and D but the researcher chose class B to be the participants of this research because class B is the class that uses English novels in their class for more than one semester. Besides, the researcher had access to class B where in that class the students should read the English novels. Thus, the researcher knows the improvement of students'

scores in the use of the English novel as teaching material. In every meeting, the lecturer shows the result and the students can see their scores on the screen.

Data Collection Technique

In this study, the researcher used an interview as a technique to collect the data. The instrument was of the research interview guideline. The reason for using an interview to collect the data is that interview allows the researcher to gathering deep responses from the participants to get specific information based on their experience. According to Cohen, Manion, and Morrison (2011), "the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (pp. 409). In this study, the researcher used open-ended questions and in-depth interview for the participants as data collecting techniques in qualitative research. "The open-ended situation can also result in unexpected or unanticipated answers which may suggest hitherto unthought-of relationships or hypotheses" (Cohen *et al.*, 2011: 416). The researcher interviewed a small number of participants in order to know about their experience of using English novels as teaching the material in reading class, especially I was curious about what motivated the students in reading English novels.

Data Collection Procedure

There are several steps to collect the data. First of all, the researcher needed to make the interview guideline based on the theories. The purpose of it is to guide the researcher when doing the interview. Next, the researcher collected the data by interviewing. The researcher used *Bahasa Indonesia* when interviewing to avoid

misunderstanding and to consider participants' feelings when they explain their perceptions. Besides, the purpose of using *Bahasa Indonesia* is because it is the first language for the researcher and the participants. During the interview, the researcher used a mobile phone to record all of the conversations that helped the researcher get accurate data, so the researcher could transcribe the answers from the participant in detail. Besides, the researcher also wrote some points from participants' answer during the interview. The researcher took around 20-30 minutes in interviewing each participant.

Data Analysis

In this step, the researcher divided the data from the analysis interview into several steps. According to Saldana (2009), the first step is verbatim by doing the transcription of the result of the interview from audio to the text. The second is compacting facts. After that, the third is a researcher probe for the deepening of data. The fourth is a collection of similar facts. The next step is categorization. The last step is to report the data. Therefore, in this research, the data analysis of the interview began with transcribing the result of the interview. The researcher transcribed the participants' responses into written text from the audio recorded. After the researcher did the transcribing of the interview result from the participant, the next was doing the member checking to the participants to ensure the trustworthiness of the transcription. Moreover, Saldana stated that member checking is one of the steps of a qualitative research technique, which is the researcher re-check and compare the understanding of what an interview participant said with the transcribe to ensure that

the researcher's interpretation is accurate (as cited in Mahpur, 2009, p. 2). In doing member checking, the researcher showed the transcripts to participants and asked them if they agreed or wished to make any changes to the information that they had stated to the researcher. The result of the member checking was that all the participants agreed with what was written in the transcript they said that what was written was their statements during the interview.

The next step of data analysis is coding. "Coding is the ascription of a category label to a piece of data, that is either decided in advance or in response to the data that have been collected" (Cohen et al., 2011, p. 559). In doing coding, the researcher coded the important things from the participants related to the study. Then, the researcher changed the name of the participant by pseudonyms namely; Rose, Tulip, Jasmine, and Aster to code all of the lists. After that, the researcher categorized the information from the interviews' transcription which is appropriate to define the theme for each category. The next is the researcher gave the themes of each category to classify the data and inserted the appropriate statement in each theme. In other words, the researcher needed to identify and combine all of the categories: the students' motivation and demotivation in reading English novels to be a sequence. The last step was for the researcher to analyze and report the data to answer the research question of this study. After all of the steps were done, the researcher reported the result of this study and made a conclusion related to this research.