

Chapter Three

Methodology

This chapter discussed the methodology in conducting the research. This chapter explained about the research design, research setting, research participant, data gathering technique, data collection procedure, and data analysis. In the research design, the researcher applied descriptive qualitative design. In the research setting, the researcher explained the setting of the research including the place and time. In the research participants, the researcher mentioned the types or criterias of participants. In data gathering technique, the researcher explained the instrument that the researcher used in conducting the research. In data gathering procedure, the researcher explained the steps in collecting the data. In the data analysis, the researcher explained procedure to analyze data.

Research Design

The researcher used qualitative approach in conducting the research. Creswell (2012) stated that qualitative approach is one research type which explores the problem and develop a detailed understanding of a central phenomenon. This statement is in line with the purpose of research. The purpose of this research is to explore the difficulties and to find out the strategies used by ELED and non-ELED in learning the English language. In this research, the researcher used descriptive qualitative design because the result of this research are opinions or prospective of people that are not quantifiable. Lambert and Lambert (2012) defined that descriptive qualitative design is “theoretical” of the qualitative approaches in a research. By

using descriptive qualitative design, the researcher can attain detailed information regarding the issue or topic.

Research setting

Setting of place. This research took place at one private Islamic university which is located in Kasihan, Bantul, Yogyakarta. There were two reasons why the researcher conducted this research. Firstly, the private Islamic university that the researcher investigated necessitates each student to study the English language for academic purposes. Secondly, there is an office called the Language Training Center (LTC) in which each student can study several languages including the English language especially for non-English Language Education Departments.

Setting of time. The researcher conducted this research in two months and fourteen days starting from December 2018 to February 2019. This range of time included data collection and data analysis. The researcher collected the data from the participant for about twenty nine days and analysed the data for about one month and sixteen days.

Research participants

The participants of this research were English and non-English Language Education Department students of a private Islamic university in Yogyakarta. The researcher took 6 participants including 3 participants from ELED students and 3 participants from non-ELED students, who came from Agriculture, Pharmacy, and Economic majors. According to Creswell (2012), qualitative data collection is based on a small number of individuals, so the participants' views are obtained.

The researcher selected students from ELED and non-ELED students because the participants have their own difficulties and strategies in learning the English language and besides that, their nature is also different.

There were three criteria for both ELED and non-ELED participants. For ELED students, the first criterion was the participants had taken the basic English language subject at the first and second semesters, they were Capital Selecta on Grammar, Listening and Speaking for Daily Conversation and Formal Setting, Basic Reading and Writing, and Academic Reading and Writing. The second criterion was that the participant had a minimum GPA at least 3.50 for ELED students. The third criterion was that the participant had taken a non-formal English course outside institution.

Meanwhile, for non-ELED participants, the first criterion was that the participants had taken English language as an academic subject. The second criterion was and 3.00 for non-ELED students. The third criterion was that the participant had taken a non-formal English course outside institution in order to attain more in-depth information about the difficulties and strategies that are experienced by ELED and non-ELED students in learning the English language.

The researcher used pseudonyms in reporting the result of each participant in order to protect the participants' identity. The pseudonyms of the participants were Jenny as first participant, Brie as second participant, and Jisoo as the third participant. Those three students were from ELED students, meanwhile for non-ELED students

were Selena as first participant, Daniel as second participant, and Joe as third participant.

Data Gathering Technique

In this research, the researcher used interview as a means of gathering data. The reason of using interview was because the researcher can achieve in-depth information from each participant. Based on Kvale (1996), "Interview is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasize the social situatedness of research data" (as cited in Cohen, Manion, & Morrison, 2011) (P. 409). The researcher made interview guidelines to help the researcher in conducting the interviews with the participants. The researcher used standardized open-ended interview as one type of interview. The researcher used standardized open-ended because the interview was structured. Lincoln and Guba (1985) stated that structured interview is useful when the researcher does not know about certain things, therefore he/she makes several question to supply the knowledge (as cited in Cohen, Manion, & Morrison, 2011).

In this research, the researcher used open-ended questions because it allowed the researcher to investigate deeply about the issue or to clear some misunderstanding of statements. Cohen, Manion, & Morrison (2011) figured out that there are some advantages of standardized open-ended interview, such as allowing the researcher to get in-depth information or clarifying the misunderstanding of statements. The

researcher used indirect questions format for interviewing in order to collect participants' view generally. In addition, the participants could think generally about the issue based on their perception. Cohen, Manion, and Morrison (2011) stated that the indirect question format asks for the participants' view in general. This research also used unstructured response as the response mode. This technique allowed participants to give their answer as long as they want. According to Tuckman (1972), unstructured response allows participants to answer the question in whatever way they choose (as cited in Cohen, Manion, & Morrison, 2011). The following characteristic of interview guideline was based on the research questions. Firstly, it was about the difficulties of learning English language faced by ELED and non-ELED students. Secondly, it was about the strategies used by ELED and non-English Language Education Department students in learning the English language. The researcher conducted the interview starting from the December, 16th, 2018 to January, 14th, 2019. The researcher used Indonesia language in interview toward participants to ease the researcher and the participants to communicate. The interview took twenty to thirty minutes of each participant. The researcher used a mobile phone in interview to record the statements from the participants.

Data gathering procedure

The researcher asked to the participants regarding the criteria of the participants. The researcher asked to the ELED students about the basic English subject that they had taken in second semester, their GPA not least than 3.50, and their confirmation in joining non-formal English course outside institution. As same

as ELED students, non-ELED students were asked about the criteria of the participants. The students were asked about their confirmation in enrolling the English language as an academic subject, their GPA not least than 3.00, and their confirmation in joining non-formal English course outside institution. When the students were fulfilled the criteria of participants, the researcher chose the students who were fulfilled the criteria as the participants.

After that, the researcher asked their willingness as an agreement for being participants and fortunately all the participants from both ELED and non-ELED agreed. Then, the researcher made an agreement and appointment to participants about the date, time, and place that they were available and reachable to do the interview. The researcher contacted the participant through Whatsapp. The interview took place at private Islamic university at Yogyakarta. The interview took one month to gather the data from all participants. The researcher used Indonesia language in interviewing the participant because it was easier for the researcher and participant to ask and to answer the questions. The researcher used a cell phone to record the sound and to collect the data from participants. The interview took twenty up to thirty minutes for each participant.

Data Analysis

To analyse the data, the researcher did some steps to analyse data from participant. The first step was the researcher transcribed the interview in to document. The researcher used pseudonym to each of participant. In transcribing, the researcher transcribed the recording in to some statement that given by participants. After it

finished, the researcher showed the result of interview to the participants to make sure the data from the interview were right. From the member checking, the researcher found some uncertain statements from participants then the researcher made a small note about the question that need to be asked to participants to clarify the unclear statements then the researcher asked to the participants about the unclear statements again to clarify the unclear statements.

The next step was coding. In this step, the researcher constructed the unstructured sentence in to the right one. In this part, the researcher also gave a code to each statement that comes from participant. By giving a code of the statements helped the researcher to simplify statements. In this part, the researcher accidentally found some uncertain statements even though the researcher was done with the member checking beforehand, some unclear statements appeared. So, the researcher had to ask to the participants for twice.

The next step was categorizing. Categorizing is classifying the codes in to categories that had similar meaning and explanations. Saldana (2016) stated that coding is a method that allows the researcher to organize similar codes in to categories that has similar characteristic. In this step, the researcher classified the code that had similar meanings and explanation in to one category.

The last step was theory. In this part, the researcher related, generalizes, and elaborates the findings to the related theory from some previous expert's theory. The researcher related the categories to several theories that had similar meaning and explanation with the researcher's categories.