Chapter Three

Research Methodology

This chapter presents how the research was conducted and how the data was gathered. This chapter details out the research design, research setting, research participant, data collection technique, data collection procedure, research instrument, and data analysis. The research design explores about the research approach and research design that were used in this study. The research setting and research participant discuss where and when the data was gathered and also the participants who were chosen in this study. The data collection technique and data collection procedure describe what technique and procedure to collect data in this study. The research instrument explains the equipment used in gathering the data. Lastly, data analysis presents steps in analyzing the data.

Research Design

This research is a qualitative research which was started by reviewing related literatures and collecting related information. Creswell (2012) stated that a qualitative research is needed to explore students' perspectives of particular phenomenon. Similarly, Crescentini and Mainardi (2009) stated that a qualitative research begins with a purpose to explore a particular area, collect data (observations and interviews), and develop ideas from the data. This notion is in line with the purpose of this study which was to investigate students' perceptions on benefits and challenges of an extensive reading program as a particular phenomenon.

The type of this research is a descriptive qualitative research. Descriptive qualitative is a research which tries to present a problem solving approach in the research based on data collection and related literatures (Merriam, 1998). Olson (as cited in Merriam, 1998) defined the kind of qualitative descriptive research that was used in this study is that this research will get the data through interviewing some students for in-depth information. This study used this research design because the researcher wanted to deeply investigate the students' perceptions on the benefits and challenges in joining an extensive reading program with literal description of the phenomenon.

Research Setting

This research of extensive reading program took place in the English Language Education Department (ELED) in one private Islamic university in Yogyakarta. The reasons of choosing that department were covered in several subjects. The first reason was because that department implements an extensive reading program. This supplementary program called Reading Date had the batch 2017 students of that department as members of the program. The reading activities of this program were done in wherever the groups of students want to read at. The students were free to choose what books they want to read. Even though the lecturer provided some books, they were free to have books from the lecturer or from their own books. The students came to the place that they agreed on, and then read silently. In that meeting, after they were done in reading, they were required to share what the books are about. Secondly, that department which consisted of EFL students was in line with the subject of this study which is an

extensive reading program in an EFL context. The last reason was because the researcher had an easy access in that department to conduct the study. Finally, ELED was chosen in this extensive reading study.

This research of extensive reading program was taken in approximately eight months or in about two semesters. The process of writing this study started in March 2018 in which the researcher started to write chapter one through chapter three. There were some delays in writing chapter one through chapter three because the researcher was in semester five when it was started. Therefore, recently, the researcher still engaged in several classes of semesters five and six. Chapter one through chapter three were completed in about five months, while the rest of the study which involve collecting the data, findings, discussion, and also conclusion will be written in approximately four months.

Research Participants

The participants of this research were English Language Education Department (ELED) students in one Islamic private university in Yogyakarta batch 2017. From the total six classes in that batch, most of the students from three classes joined this program. They were freshmen when the program of Reading Date was implemented. Those students have joined the Reading Date program in the first and the second semester of their study in the university. Therefore, those students had the experience in joining the extensive reading program. This study involved one male student and three female students from batch 2017. The name of these four students were written in pseudonyms such as Michael, Nicki, Ellie, and Becky who were from different groups in the extensive

reading program. These four students had full attendance in nine meetings of the Reading Date. Based on the interview, Michael and Ellie did not like reading, while Nicki and Becky liked reading even before joining the program.

Data Collection Technique

The method used by the researcher to collect the data was interview. Cohen, Manion, and Morrison (2011) said about research interview that "it may be used as the principal means of gathering information having direct bearing on the research objectives." (p. 411). Interview was chosen as the data collection technique because this study was aimed to focus on the participants' perception on the benefits and challenges of an extensive reading program, and that was needed to seek deeply from their point of views. The type of interview used in this study was interview guide approach. It was chosen because the researcher provided interview guideline. It is in line with Patton as cited in Cohen, et al (2011) that the interview guide approach involves topics and interview outline in advance. Furthermore, this interview type was used to ease researcher in comprehending the data through interview guidelines.

Open-ended items was used in the construction of schedules in this study. Kerlinger as cited in Cohen, et al (2011) who mentioned that open-ended questions allows the interviewer to seek more questions he or she used in enabling the interviewer to get in-depth topics and avoid misunderstanding. In addition, it also allows the interviewee to answer in wide range of contents and have no limitation in answering the questions. It also allows interviewee to answer from a wide range of statements to more specific ones. Indirect questions was used as

question formats in this study. Tuckman as cited in Cohen, et al (2011) said that "by making the purpose of questions less obvious, the indirect approach is more likely to produce frank and open responses." (p.417). Therefore, indirect questions allowed the interviewee to be more open in answering the questions. In the end, as for response modes, this study used unstructured response. Through this response mode, interviewees were allowed to answer in whatever way he or she preferred. The interview with the four participants were done in different duration for each participant. Michael's interview lasted about 14.50 minutes. Nicki's interview lasted 11.45 minutes. Ellie's interview lasted 22.57 minutes. Becky's interview lasted about 11.24 minutes.

Data Collection Procedure

This section provides information about the procedures on how the researcher collected the data. Firstly, the interview guideline of this study was made by the researcher and some were adopted from other researches related to the topic of this study. The researcher contacted the participants through online texts to ask them to be the interviewees in this study. To enable for the researcher to ask the students to be the participant, the confidentiality of the participants' identities was explained in advance. After that, the researcher and the interviewees agreed about where and when the interview was to be conducted. Furthermore, the interview was done in place that the participants felt comfortable and was conducted in October 2018.

Bahasa Indonesia was used in the entire conversation of the interview. It was because the researcher and the participants shared the same native language

which is Bahasa Indonesia. Therefore, it made both the researcher and participants feel more comfortable in the conversation and avoid misunderstanding. The participants also had more understanding in the focus of the topic and interview guideline through Bahasa Indonesia. In other word, it allows the data to be gathered in a more in-depth manner and reach the purpose of the study. Lastly, the interview was taken in about ten to fifteen minutes for each participant.

Research Instrument

The research instruments used to collect the data were an interview guideline, a mobile phone recorder, field notes, and a pen. An interview guideline was employed as a guideline of questions to ask. It contains the main and follow-up questions to gather the data in answering the research. The mobile phone recorder was used to record the conversation within the interview. Furthermore, field notes and the pen was used to write important ideas that may appear in the interview in which those notes could be used as a member checking.

Data Analysis

To analyze the data, the researcher started from transcribing the data. This step was where the researcher transcribes original responses of the participants from audio into written text. Similarly, Creswell (2012) said that transcription is a process of changing the audio data into written data. The researcher wrote exactly the same with what the participants stated including fillers. The researcher gave labels for each participants and wrote their names in pseudonyms such as Michael, Nicki, Ellie, and Becky.

The second step was validity which is done by member checking to ensure that the researcher's transcription meets with what the participants said in the interview. According to Lincoln and Guba as cited in Cohen, et al (2011), respondent validation is where the researcher conduct the member checking by correcting errors, giving opportunity for the participants to add more information needed and checking the summary of the data. Therefore, the researcher asked the participants to check the written data that they had from the interview to confirm that the words were true from the participants' statements. By doing this member checking, three of four participants agreed that the statements on the written data were correct and did not have any additional correction. However, one participant needed to elaborate more about some words that he stated in the interview. It was about the term 'getting new knowledge' that became a benefit. He explained that the new knowledge he got was about knowledge or information from the books that he have read.

The next step was coding analysis. As mentioned by Kerlinger, as cited in Cohen, et al (2011) that coding analysis is a translation of participants' responses to specific information for the purpose of analysis. Similarly, Saldaña (2016) stated that coding is a step to get words or phrases that determine the presence of important psychology facts, fact-capturing, or mark signs of psychology for a portion of language-based or visual data. Furthermore, in the coding analysis, the researcher categorized the data by putting the same or similar kind of facts into some categorizes. After categorizing facts, the researcher put the similar categorizations into bigger themes. Categorization into big themes here could be

meant as an inference of analysis after seeing the categorized facts and similarity or connectivity among these facts.

The last step done in analyzing the data was interpreting the categorization facts and themes from Bahasa Indonesia into English without changing the meaning of words. This step included deciding the themes into concepts to answer the research questions of the study. In addition, narration of the findings and discussion of the study was done in the end to complete the study.