

## **Chapter Three**

### **Research Methodology**

This chapter discusses how the research conducted the research and how the data were gathered. It also identifies research design, setting, participants, data collection method and data analyzing technique. Research design is used to explore about kind of research design used in this study. Setting and participants presents where the data are gathered and also what types of participants are chosen as the subject of this research. In the data collection method, the research describes how to collect the data, while data analysis presents steps to analyze the data.

#### **Research Design**

The purpose of this research was to investigate the English Language Education Departments Students' motivation in reading English texts. In line with the purposes, this study used qualitative methods. Furthermore, the purpose of this research is to describe, and solve the problem in way that can be proven. According to Creswell (2012), "qualitative research is exploring a problem and developing a detailed understanding of a central phenomenon" (p. 11 ). The researcher chose the right method to find ways to obtain research goals.

In addition, this study used a qualitative descriptive design. Merriam (1998) explained that " descriptive means that the end product of a case study is a rich, "thick" description of the phenomenon under study"

(p.29). The results of this study are phenomena and opinions of others that cannot be measured by numbers. Using the use of qualitative descriptive research can provide detailed information on this research.

### **Research Setting**

This research took place in English Language Education Department at one Islamic university in Yogyakarta. There were two reasons why the researcher chose that department as the background of the research. First, in ELED there was a special course for reading and the lecturer required the students to read academic English text. There were several reading courses in ELED. The first, was Basic Reading and Writing in the first semester with a weighing 4 credits. The second course was Principle of Teaching and Learning in the third semester with a weight of 4 credits. The third course was Teaching English as a Foreign Language in the fourth semester with a weight of 4 credits. Second, the researcher had the accessibility in that department to conduct the research. The study was conducted from February to March 2019.

### **Research Participants**

The participants of this study were the third year students of ELED of Islamic private university in Yogyakarta. The participants of the study were four students in ELED batch 2016. The four students were given a pseudonym in reporting the results to protect the identity of the respondents. The pseudonyms of the four respondents were Lisa, Jennie, Rose, Jisoo. Four students of ELED of Islamic private university in Yogyakarta batch 2016. There were reasons why the

researcher took these research subjects. The first was the research subject must have been enthusiastic in reading it appears when researcher interviewed several participants. The second was that research subjects had to have attended the reading course at ELED.

The sampling technique used in this study was non-probability sampling because this study done isn small-scale situation. According to Cohen, Mannion, and Marison, (2011, p. 153) “non-probability sampling is a strategy to get an access toward sample in which every member of the wider population does not have an equal chance of being included in the sample”. This study was used non-probability sampling as the sampling of the research. The technique sampling of this research is in line with the statement from Cohen at al (2011). There were reasons why non-probability sampling was used in this study. First, students participants had experience related to the lesson using the reading technique. Second, research participants had followed the reading course.

### **Data Gathering Technique**

In this study, researcher used interview techniques to collect the data. The study used interview which consisted of two main question. The researcher collected information directly from participants and researchers look for information in depth. According to Creswell (2011), "Interviewing is the process of collecting information directly or face-to-face and open at the site of study" (p 409). Interview questions focused on student motivation in reading English texts. In the interview, the researcher asked open-ended question to the participants to

get in-depth information related to the research. According to Cohen (2011), “the exact wording and sequence of question are determined in advance.

All interviewees are asked the same basic question in the same order” (p.413). In the interview, researcher asked open question to the participants to get in-depth information related to the research.

### **Data Gathering Procedure**

In this study, researcher collected the data using several steps. First, the researcher designed an interview guideline based on topic of this study. Second, the researcher looked for the participant according to the criteria that had been specified. After that, the researcher asked participants for an agreement for the interview. Third, the researcher contacted the four participants by asking for his or her phone number. After that, the researcher contacted the participants through the chat (WhatsApp) and made the appointment of the four participants. Researcher directly interviewed participants with the technique one by one. The participants interviewed in different days and conducted the interview at the campus.

Researcher used the Indonesian language for the interview because it facilitated researcher and participants in gathering information in depth. Participants would be more relaxed in providing information. As for gathering the data in the interview, the researcher used a mobile phone recorder, a pen, and notes. Researchers interviewed participants for 15 to 20 minutes in each session.

## **Data Analysis**

In this data analysis, the steps involved coding analysis after the researcher recorded and gained the information from the participants, researcher transcribed the interview and transcripts were given to participants to confirm the interviews that had been done. Transcripts used pseudonyms Lisa, Jennie, Rose, Jisoo. In confirming the participants' answers, the interview transcript of the researcher was similar to what the participant said during the interview process (original data). After the researcher collected the data, the researcher conducted data analysis.

This were done for validity. Cohen (2011) said that “ validity in qualitative research has several principles” (p.180). The activity of confirming the participants' answers is very important because it can accurately match the data from the interview of the researcher to the participants directly. The function of doing the validity is to measure and check the answers of the participants. After the researchers got the data, the researcher conducted the coding.

Coding is a way to provide a label of descriptions and phrases from participants to determine the existence of prominent psychological facts. In coding there are six important ways. First, the stage before coding is verbatim. According to Saldana (2009; as cited in Mahpur, 2017), verbatim is raw data, such as recordings, videos, pictures, observational scribbles that are changed in a language or sentence that later becomes a transcript.

After data administration, the researcher headed for the next step, namely breaking down the data. Saldana (2009; as cited in Mahpur, 2017) ) said that the purpose of fact compaction is to obtain the psychological facts of the data already collected to be selected. Fact compaction can be taken from all the data. From the statement, the researcher chose facts from the transcription result of the interview. The next stage was reconstructing the subject sentence into a neat sentence. This was followed by probing which was done to get cross-check data. Incomplete data can raise questions for the researcher. The researcher should make a small note to check the data. Incomplete the data can raise questions for the researcher, so the researcher should make a small note. The small note in the form of follow-up questions was to get more accurate data. The accurate data was needed by researchers to obtain maximum results in qualitative research.

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After probing, the next step was collecting the similar facts. Saldana (2009; as cited in Mahpur, 2017) said that collecting the similar facts aims to find out the quality of psychological facts that have been obtained from the interview verbatim data. Collecting the similar facts helped researchers categorize and find key themes as materials for narrating data and collection of similar facts helped

researchers to find out if the data obtained was already deep and in accordance with the research question. The next stage was categorizing at this stage. The researcher categorized the theme. In this stage, the researchers concluded the analysis after looking at the factories looked at the collection of facts that were interconnected. From the results of interviews, there were six themes of motivational factors namely, the wanted to gain knowledge, desire to obtain good grades, demand from lecturers to read, appropriate level book, social sharing, and academic reading demand to do theses. From the motivational strategy, there are four the themes, namely; reading frequently, discussing materials with friend, building self-confidence and sharing with lecturers.

The last stage is narrating in that the researcher narrated the results of the data that have been categorized to answer the research question. After that, the researcher elaborated sentences from the results of categorization facts using the statement from the researcher.