Chapter Three

Methodology

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

Research Design

The qualitative research approach used in this study which is started by reviewing related the relevant literatures and collecting related information. The purpose of this research is to investigate the use of Multimedia that can enhance students' interest in English language at Class X of one private islamic high school in Yogyakarta. Choosing the right methodology can help the researcher find ways to achieve research objectives. In line with the purposes, this study will be conducted using qualitative methods. The purpose of this research is in line with the statement from Creswell. Creswell (2012) stated that qualitative is one of analysis data to explore problems and developing a detail and understanding of a central phenomenon. It also can assert that qualitative research is the best method to address

the research problems of phenomenon and to find out how the difficulty in society works.

The type of this research design is descriptive. Descriptive research is trying to tell the problem solving that is now based on the data. According to Merriam (1998) descriptive qualitative is a study that produces rich descriptions of research problems and presents problem solving based on the data collections and related literatures. 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. The reason why this study used this research design because the researcher wanted to deeply investigate the students' perceptions on the use of Multimedia that can enhance students' interest in English language classroom with literal description of the phenomenon.

Research Setting

This study takes place at one of private Islamic high school which is located in Yogyakarta. It is located at Jl. Suronatan, Ngampilan, Yogyakarta. From batch 2017 there are 12 classroom in total that consist of four classes of tenth grade, four classes of eleventh grade and four classes of twelfth. In each grade, there will be language, science and social classes, it is apply curriculum 2013. There were two reasons why the researcher choose this private islamic high school as the research setting. The main reason was based on preliminary-observation. First, the researcher knew that learning interest is a crucial part in study English and she wanted to

identify if Multimedia can enhance students' interest in learning English more. Second, the researcher once did an internship program in this private islamic high school. Therefore, the researcher believes that this school was suitable to conduct this study.

In addition, the process of writing this study started in December 2018 in which the researcher started to write chapter one through chapter three and chaper four and five conducted from August until November 2019. Chapter one through chapter three were completed in about nine months, while the rest of the study which involve collecting the data, findings, discussion, and also conclusion written in approximately four months.

Research Participants

The research subjects are four students at Class X of the private islamic high school in Yogyakarta. This study involved four females students of class X from batch 2017. Moreover, to maintain the participants' identity, their name will be in the form of pseudonyms. Four students from class X were chosen using several criteria, or purposive sampling technique, or judgment sampling. Cohen (2011 p.156) said that purposive sampling technique or judgment sampling is non-random technique that does not need certain theories or a number of respondents.

There are several reasons why the researcher choose these students as the research participants. The first one is that research subjects are experienced in learning English through Multimedia. The second reason is that the research subjects seem interested

when using Multimedia in their learning process. Also the research subjects have English language classroom. In addition, the researcher used the pseudonym i.e Angela, Caroline, Anna and Jelly. These four students had full attendance in every meetings of the English language classroom. Therefore, those students had the experience in joining the intracurricular activity of English language. Based on the interview, Angela, Anna, Caroline, and Jelly liked learning more when the teachers used multimedia in the English classroom.

Data Collection Technique

The technique to collect the data that researcher used was interview to collect the data. Cohen, at al (2011) said that "the interview is a flexible tool for data collection, enabling multisensory channels to be used; verbal, non verbal, spoken and heard. Merton and Kendal as cited in Cohen, et all (2011) mentioned that the usual depth interview can impulse the participants to look back on their experiences. Moreover, this interview type can make the participants have no limitation in answering the questions.

The type of the interview used to collect the data was interview guide approach. In addition, the researcher prepared the interview guidelines to collect data. By using interview guidline as the instrument, the researcher can dig even more information from the participants. The main advantages of interviews are that they are useful to obtain detailed information about personal feelings, perceptions and

opinions. They allow more detailed questions to be asked they usually achieve a high response rate.

Moreover, in order to obtain specific information, open-ended items are used in the construction of schedules on this study. The interview was guided by a list of questions that are based upon the two research questions. Then, this study used unstructured response. Cohen, at al (2011) claims that "the best choice for research based on the understanding of unstructured responses is to give the participants freedom in explaining them, and the interviewer has limited control over their response". 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. Angela's interview lasted about 11.50 minutes. Anna's interview lasted 12.45 minutes. Caroline's interview lasted 15.57 minutes. Jelly's interview lasted about 10.24 minutes.

Data Collection Procedure

The researcher used interview guideline that consists of two main questions. Cohen, L., Manion, L & Morrison, K (2011) argued that the strength of interview guide approach is making the outline increases the comprehensiveness of the data and makes data collection systematic for each respondent. The interview conducted to clarify some unclear information from the participants and to identify how the implementation of Multimedia can develop students' interest in English as a second language. Creswell (2011) argued "a qualitative interview occurs when the researcher

asks one or more participants general, open-ended question and then record their answer (p.413). The researcher make sure that the participants have no difficulty to answer the interview questions because it was clear and understandable. In addition, it also allow the interviewee to answer in wide range of contents and have no limitation in answering the questions.

As far as data collection tools concern, the conduction of the research involved the use of semi-structured, which was used as an interview guide for the researcher. Some certain questions was prepared, so as for the researcher to guide the interview towards the satisfaction of research objectives, but additional questions was make during the interviews.

The researcher used tools to conduct the interview. First, the researcher used the audio recorder to record participants' voice in answering the questions. Second, a notebook and a pen was used to write additional information. After that, the researcher made an appointment with the participants to do the interview. After the researcher and the participants agreed, the researcher asked the leisure time of the participants.

Data Analysis

In analyzing the data, the researcher used descriptive qualitative analysis. In this data analysis, after the researcher record and gain the information from the participants, the researcher did the transcription. Then, after the researcher conducted the interview and that means already have the recorded answer from the participants, and also get the information from the participants.

Transcription is open the recording interview and then take the recording into a written text. Creswell (2012) argued that "transcription is the process of converting audiotape recordings or field notes into text data" (p.239). Similarly, Creswell (2012) argued that transcription is a process of changing the audio data into written data.

Then, the researcher was make the result become narrative text that based on the situation during the interview. After the researcher finish doing the transcript, the researchers provide transcripts for participants to do the member checking. Member checking is very crucial because it can directly check whether the answer of their interviews is already accurate or have to add another answer from the participants. According to Lincoln and Guba as cited in Cohen, et al (2011), the researcher conduct the member checking by correcting errors, giving a chance for the participants if they want to say more information needed and check the summarizing of the data. In addition, the function of performing validity is to check for mutual understanding. 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 she stated in the interview. It was about the term 'improving in English language' that became a benefit. She explained that the new knowledge she got was about knowledge or information from the teaching process that using media as teaching media.

After the member checking, the researcher makes the coding of the result. Coding is an analytical process in which data, in qualitative (interview transcripts) are categorized to facilitate analysis data. According to Saldana (as cited in Mahpur, 2017) coding is process to get information from participant by labeling to form description and phrases. Similarly, as mentioned by Kerlinger, as cited in Cohen, et al (2011) coding analysis is that a translation of participants' answer to specific information for the purpose of analysis. Moreover, in the coding analysis, the researcher will categorize the data by put the similar kind of facts into some categorization.

The last step that had been done in analyzing the data was interpreting the categorization facts. Then the researcher did the next stage of putting similar facts into themes. Saldana (as cited in Mahpur, 2017) said that the purpose of putting the similar facts into themes is to determine whether the quality of facts that have been obtained from verbatim interview data is not changing the meaning of words.

Trustworthiness

Trustworthiness is an important part when doing a qualitative research. Trustworthiness of qualitative research generally is questioned by positivists as the concepts of validity and reliability (Shenton, 2004). Trustworthiness is important to measure whether the data of the research is true or not. According to Lincoln and Guba (1985), there are five types of trustworthiness, credibility, confirmability, dependability, transferability, authenticity. The first one, credibility is to measure if

the finding already true. Second is conformability the level of neutrality in the findings of this study. In other words, this finding is based on the participant's response. The third one is dependability knowing that the research can be repeated by other researchers and that research will be consistent. The next is transferability can provide a fairly detailed description of the research process. The last one is authenticity, to extend how the research putting effort to represent the authentic perspective of the participants. In this study the researcher provides the trustworthiness of the research and will use credibility to know whether the research is true or not. In doing so, the researcher will ensure the credibility of the study by using member checking. Creswell and Miller (2000) mention "member checking consists of taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information" (p.127). So, the researcher asked the participants to check the interview transcripts to make sure that what were written were truly their words. Shenton (2004) mentioned that "member checking should involve verification of the investigator's emerging theories and inferences as these were formed during the dialogues" (p. 68).