

Chapter Three

Research Methodology

This chapter provides the information about how the researcher conducts the study and how the data were collected. This chapter also provides some points which include the research design, setting, participants, data collection method and data analyzing technique. Research design explains about what kind of research designs used in this study. In addition, setting and participants emphasizes information regarding to where and when the research data were gathered as well as the participants as the subjects for this study. Furthermore, data collection procedure shows about how the data were collected as well. The last one is data analyzing technique which remarks about how the data was analyzed.

Research Design

This study used qualitative approach. According to Creswell (2012), qualitative approach has characteristics which make the researcher can observe the problem and create detailed understanding of a central phenomenon. In line with Creswell's statement, the reason why the researcher used qualitative is because he wanted to comprehend more about the phenomenon of CS in this research. Moreover, from these research questions, the researcher needed to gather deep information in order to make the findings as clear as possible. Spencer, Ritchie, Lewis and Dillon (2003) indicated that the purpose of qualitative approach is to give in-depth explanation about people's perspectives, histories, and experiences in context of their own conditions and settings. A line with Spencer et.al, Creswell (2012) supported that the characteristic of qualitative approach is the main problem's comprehension is developed and the phenomenon is explored. It has relation with the two research questions in this study.

Furthermore, this study used descriptive qualitative design. According to Merriam (1998), descriptive qualitative study is very useful in order to describe basic information about fields of education where little study has been conducted. A line with the statement above, the researcher used descriptive qualitative study because in this study, he wanted to describe the EFL students' perceptions towards CS and analyze the phenomenon of CS present basic information about the areas of education. In addition, Merriam (1998) emphasized that descriptive qualitative study explains specific account of phenomenon under the study. Descriptive qualitative study is suitable in order to answer the three research questions in this study. Therefore, by using the descriptive qualitative study, the research hoped that EFL students' opinion as the participants can be described.

Research Setting

This study was conducted in an English Language Education Department (ELED) on a private university in Yogyakarta. The main reason why the researcher chose the private university in Yogyakarta as the place for conducting the study is because based on researcher's observation, the CS was used by the students of the department. The other reason is because the researcher has the full access to the university. It gave the researcher access to the participants, so that ease him to gather the data. Moreover, the researcher chose the ELED department because ELED students are daily using English. Which refers that their frequency of using CS higher than other Departments. Moreover, the researcher conducted the interview on August 2019. The interview took two weeks of working. The next step after conducting the interview was analyzing the data. The researcher analyzed the data from interview for two weeks.

Research Participants

The subjects of this research were three ELED students batch 2015 in the private university in Yogyakarta. They were females age 21 to 22-year-old. They also use CS everytime they talk to the interlocutor. The researcher used convenience sampling in order to choose the participants. "Convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available accessible time. The researcher simply chooses the sample from those to whom she/he has easy access." (Cohen et al., 2011, p.158). The researcher used convenience sampling is because the researcher wanted to gather the data from three participants that has the easy access, in hope that the participants are the people who can give detailed information in this research. The researcher observed the participants based on his experienced with the participants and chose the participants based on the criteria that has been decided for this research. Moreover, the researcher required some characteristics from the participants. All of the participants in order to give information are from batch 2015. They are all ELED students. Furthermore, the reason why the researcher chose them was because they have a concrete and active experience in using CS. In addition, those participants are also comprehended and applied it in their life whether it is inside of the classroom or outside of the classroom. To be detailed, the participants have experiences in conducting the interview and they have experiences in order to answer the questions that asked by the researcher, in other words, they are articulate. Thus, might ease the researcher to gather the data.

Data Collection Method

This research used interview as data collection method. Interview is very useful to gather deep information from the participants. The activity of interview is where the interviewer gives some questions to the interviewee whereas the interviewee is required to answer the questions

completely. Usually, the interview is conducted directly face to face in time. Moreover, interview has some excellent functions. “The order of the interview may be controlled whilst still giving space for spontaneity, and the interviewer can press not only for complete answers but for responses about complex and deep issues” (Cohen et al., 2011, p.409). In line with Cohen, the reason why the researcher used interview is because the researcher wanted to gather complete answers for CS issues in this research. In addition, this study used the unstructured interview because the researcher wanted to ask the contents and planned the procedure/questions before the interview were conducted. As it is stated in Kerlinger (1970), the interviewer hands the questions asked, sequence, contents, and wording (as cited in Cohen et al., 2011). Thus, the researcher claimed that the unstructured interview is appropriate for this research.

Moreover, this study used open-ended items for the construction of schedules. The reason why the researcher used the open-ended items is because he wanted to give the respondents some spaces to answer the question given by interviewer. Moreover, the researcher believed that deeper information would be gathered when he allows the respondents to open-ended questions Cohen et al., (2011) explained whereas in open-ended questions, interview allows the respondents to give more depth information if they want or to clear up if there if there is misunderstanding.

In asking the questions, the researcher used unstructured response. Unstructured response really fits the study because the researcher wanted to allow the respondents to answer the questions as much/informative as possible. Cohen et al., (2011) observed that the unstructured response might give the respondents opportunity in order to answer in the way they want to choose.

Furthermore, the researcher used interview guideline as data collection instrument in this study. In interview guideline, some questions were asked to the participants in order to answer the three research questions. The questions were about the research questions that are intended to answer the research questions which include the question about the reasons why the EFL students are using CS, the strengths of CS in EFL students' opinion, and the weaknesses of CS in EFL students' opinion.

Data collection tools that used in this research are field-note tools. They were used by the researcher in order to gather the information from the participants. Field-note was used in order to check our research questions and also its follow-up questions. Thus, can decrease double ask questions to the participants. Field-note was also useful to note the important information from the participant so he can gather deeper information from them. Interview protocol was one of must use essentials while conducting an interview because we can gather complete information from the participants by using this tool.

Data Collection Procedure

There were four steps that the researcher done for conducting the research. Firstly, the researcher contacted the participants in order to inform them that they are selected based on the criteria for giving the information. Next, the researcher asked for the agreement to be the participant in this study. After that, the researcher contacted the participant in order to discuss about the meeting plan and clarify some misunderstanding information. The interview was conducted in a private university in Yogyakarta. The researcher gathered the data on August 2019.

Researcher decided to conduct the interview by using *Bahasa Indonesia* as the first language of the researcher and the respondents because it helped the researcher and the interviewee to express their feelings. The interview took about 15 to 25 minutes to gather deep information from the participants. A tool called recorder was used to record the information while the interview is conducted.

Data Analysis

In data analysis, there are three important points in data analysis, they are transcribing, member-checking, and coding. Those data analysis were the steps for the researcher in order to gather the information from the participants. Thus, made the researcher plans to gather the data easier. The explanation of each step is in below.

After the researcher got the data, the next step was transcribing the data. The terms of transcribing the data is converting the spoken data into written data. The researcher used pseudonym names of the participants. Pseudonym in research means that the researcher changes the real name of the participants to fictitious names. The aim of using unreal name is to maintain participants' confidentiality while giving the explanation of their personal information that might be private. Also, using pseudonym name is one of the research ethics in the research and research methods. The participant one was named as *Daenerys*, the second one was named as *Cersei*, and the third participant was named as *Arya*.

Member-checking was done after transcribing the data from the participants. Member-checking is important in order to check the trustworthiness of the research. While doing the member-checking, the researcher was able to contact the participants about some things that need to be clarified. Misunderstanding about the information given by the participants is more likely to happen in qualitative research, especially for the interview methods. In order to dismiss the misunderstanding, clarification was done by the researcher. Therefore, In order to member-check the data, the researcher sent back the interview transcript to the participants through whatsapp and email. From the result of member-checking, one participant added an information about the reason why he/she used CS. After that, the interview transcript was approved by the participants by saying that there is no revision needed in Whatsapp.

In this study, the researcher used coding in order to code the data. Kerlinger (1970) confirmed that coding is the translation of information given by participants for the purpose of analysis (as cited in Cohen et al., 2011). There are four steps in order to do coding. According to Cohen et al., (2011), four steps to do the coding are open coding, analytic coding, axial coding, and selective coding.

In open coding step, the researcher was giving new labels to the data. Strauss and Corbin (as cited in Cohen et al., 2011) explained that open code is a new label is attached by the researcher in order to categorize and describe the data. Moreover, Cohen et al., (2011) added that in open coding section, the researcher reads the data, then giving the data a label which describes the data. Furthermore, translated statements, themes, categories and explanations about the time and place of the interviews were conducted by the researcher were made in a coloumn.

After doing open coding, the researcher was done analytic coding. In this step, the researcher was interpreting the data that has been categorized in to some categories. “Analytic code is more than a descriptive code, it draws together and gives more explanatory and analytic meaning to a group of descriptive codes” (Cohen, 2011, p. 561). It indicated that the researcher described more about the categorizes. Therefore, the researcher discovered participants’ statements in interview transcript that can answer the reseach questions. After that, the searcher gave code to those statements such as P1.1.1. In this case, (P1).1.1 means participant one, P1.(1).1 means first research question and P1.1.(1) means the first statement of participants that answered the reseach question.

Then, the researcher was done axial coding. In axial coding, the researcher was connecting all the data. Cohen et al., (2011) marks that axial coding is simply creating relations between one category and another. Thus, in this step, the data that already categorized were connected by the researcher from one and another.

The last step was selective coding. Some steps to do selective coding suggest by Cohen & Morrison (2011) “A, understand the main story line. B, creating core category. C, Creating categories at the level of dimensions identified. D, validating those relations in terms of the data that give rise to them. E, filling in any gaps in categories” (p.562). In this step, the first thing that researher done was searching previous knowledge and current problem of CS itself. Then, the researcher categorized them main phenomenon. After that, the categories were connected by the researcher at some levels. Next, the researcher was done the validating of the data by doing some searches and analysis. The last one, any gaps in category were filled in order to make sure the conceptual density.