Chapter Three

Methodology

This chapter discusses the methodology in this study. The researcher wrote the procedure to gather the data for the study. Firstly, the research design explains what design that the researcher used in this study. Secondly, setting and participant, the researcher describes the place, the time and the participants of this study. Thirdly, data collection method that the researcher clarifies how to get the data for this research study. Finally, researcher gives details of collecting the data in data analysis.

Research Design

This study was conducted to find out the students of EED UMY experiences in watching a movie with English and Indonesian subtitle to learn English. This study used descriptive qualitative design under qualitative approach. Lambert (2012) discussed that descriptive qualitative is the least theoretical study compared to other qualitative approaches. Lambert mentioned that descriptive qualitative study has no manipulation of variables, no pre-selection of variables of target phenomenon. Cohen, Manion, and Morrison (2011) mentioned that qualitative research is primarily exploratory research used to gain an understanding of underlying reasons, opinions, and motivations. Cohen, Manion, and Morrison added that qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Therefore, descriptive qualitative is suitable for this study because the researcher wants to know how the respondents experience and argue about watching movies with English and

Indonesian subtitles in learning English. These studies have a discussion about the student's experience in watching English movie using English and Indonesian subtitle to learn English.

Setting and Participants

       Research setting. In this section, the researcher chooses English Education Department (EED) of University Muhammadiyah of Yogyakarta (UMY) as a place to do this research. The interview was held in June 2017. The reason why the researcher chose English Education Department (EED) UMY as a place in doing the interview was that the participants from the same department usually use English and Indonesian subtitle when watching a movie. Therefore, it will be a convenience for them to do the interview.

       Research participants. The research subjects are four English Education Department students. The researcher chooses EED of UMY students because this research focuses on the students' perception towards watching a movie with Indonesian or English subtitle to learn English at English Education Department of University Muhammadiyah of Yogyakarta. The characteristics in choosing the participant are students from batch 2013 who like to watch English movie for 2-3 hours a day using one of the English or Indonesian subtitles. The researcher chooses two female and two males as the participants. The researcher also chose the participants from the same batch because it will be more comfortable for the participants to have an in-depth interview with the researcher as the researcher from the same batch. The researcher can obtain more information from the participants because of the convenient situation.

Data Collection Method

To answer the research question, the researcher collected data using the interview to the participants. Kvale (1996) defined interview as an interchange of views between two or more people on a topic of mutual interest (cited in Cohen et al, 2011). The interview is a flexible tool for collecting data, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen, Manion, Marrison, 2011). Using interview, the researcher can gain more information with an open-ended question to the respondents. This research study used interview guideline to gather the data. Based on Gall, Gall, and Borg, (2003) cited by Turner (2010), interview guideline is more prepared than the informal conversational interview. It means that interview guideline approach is still quite flexible in its composition. The ways the questions were delivered depend on the situation. For interview guide approach, the researcher used open-ended item and unstructured response when having an interview session with the participants.

This interview guide approach provides to more focus than the conversational approach, yet still allows a degree of lack of restrictions and adaptableness when getting the information from the participants. Based on McNamara (2009), cited by Turner (2010) the strength of the interview guide approach is the ability of the researcher to ensure that the same general areas of information are collected from each participant. This data collection method can gather the data from the participants to know their experience and which subtitles can facilitate more in English learning.

Data Analysis

The researcher transcribing the data from audio to written text and used qualitative data analysis using coding and content analysis. The data from the students as participants were analyzed by coding. According to Cohen, Manion, and Marrison (2011) coding is a simple name from a category that the researcher gives to a text that covers an idea or information. Coding can help the researcher in identifying the parallel of the information. Coding also can help the researcher to specify and generalize the concept and content of the information which has been gathered from the participants. There were some steps for doing the coding after the researcher transcribed the recording data into written text. Before coding the data, the researcher did member checking to ensure the validity of the data. For proving that what the participant said on the record were real without any editing, the researcher shows the transcript to the participants and get the agreement.

There are some stages in analyzing the data using coding. The first stage, open coding, according to Strauss and Corbin (1990) as cited by Cohen, Manion, and Marrison (2011), open coding is simple new label or category that the researcher made to categorize the information. In open coding, the researcher made some point as a code to point out the data. The second stage, analytic coding, as a mention from Gibbs, (2007) cited by Cohen, Manion, and Marrison (2011), analytic coding is the topic or theme researcher given. After a code was simply put besides the data, the researcher sorted the code to one list. The last stage is selective coding, from Cohen, Manion, and Marrison (2011) said that

selective coding is identifying the category or label of the information based on the form of a theory. The researcher labeled the information based on the code that already in the list. Finally, after doing all the stages of coding, the researcher presented and discussed the findings of this research.