Chapter Three

Research Methodology

This chapter presents the methodology used by the researcher to conduct this study. The research design is the first discussion in this chapter. The following section presents the setting and the participant of this research. The next section presents the kind of data collection that was used, and the last section was data analysis, which explained ways to analyze the data.

Research Design

This study implemented qualitative approach. Qualitative research hada characteristic which is exploring a problem and developing a detailed understanding of a central phenomenon (Creswell, 2012). In qualitative research, it was necessary to explore a phenomenon of study through participants' perspective. In addition, qualitative research revealed the objective and research question generally based on participants' experience (Cresswell, 2012).

Furthermore, this research used descriptive qualitative. The purpose of descriptive research includes describing phenomena, activities, and the relationship (Meleong, 2007) .This study aimed to discover students' difficulties in understanding English textbooks. Later, the researcher described the result and the finding of this research. Thus, it was appropriate to use descriptive qualitative.

Setting

This study was conducted at UniversitasMuhammadiyah Yogyakarta (UMY) especially at English Education Department (EED). There were some reasons in conducting this study in EED of UMY. First, someof EED of UMY lecturers used English textbook as their literature in the classroom. The lecturers

used at least one English textbook or more in each course. For example, students were asked to explain their understanding of the material provided in the textbooks through a poster. So, the lecturer modified the activities by using poster. Second, it would be easier for the researcher to gather the data and information, because the researcher was also a student of this department.

This research began in April 2017. The researcher collected the data of the research in May 2017. After collecting the data, the researcher analyzed the data in June 2017. This research finished in July 2017.

Participants

The participants of this research were students of EED of UMY batch 2014. The researcher had some reasons in choosing the participants of EED students in batch 2014. The first reason was students 2014hadacquired loads of knowledge and inputs from various kinds of textbooks. The second reason was students batch 2014 had numerous experiences in reading English textbooks during their study in this university. Thus, students batch 2014 still remembered the difficulties related to understanding English textbooks and they had more strategies to overcome the problems.

In addition, four students became the participants of this research. The participants consist of two males and two females. They were the representation of each classes of EED students batch 2014. They werechosen based on their accessibility. Furthermore, the participants were also familiar with the phenomenon, which was being studied by the researcher.

Data Collection Method

To collect the data of this study, the researcher used interview. In qualitative research, the researcher gathered the data through examining documents, observing behavior, or interviewing participants (Creswell, 2009). Interview was a way to collect the data by asking some question verbally (Creswell, 2012). The researcher needed to prepare several tools in conducting the interview. First, the researcher needed to design interview protocol. Interview protocol consisted of several questions that were asked to participants.The researcher asked the participants several questions related to students' difficulties and strategies in understanding English textbooks.Second, the researcher used handphone to record the interview. Third, the researcherpreparednote, pen or pencil to write down the important points of the interview.

In the interview, the researcher used Indonesian language to ask the questions. By using Indonesian language, it was expected that the participants were easier to answer the questions.The type of interview used was interview guide approach. According to Cohen, Manion, and Morrison (2011) in using interview guide approach the researcher should had a list of questions and the researcher can ask the question randomly or not in sequence. The researcher used open-ended items in the question. According to Cohen, Manion, and Morrison (2011) in open-ended, students were flexible; so, the participants had no limitation to answer the question.

In order to collect the data by interview, the researcher took some processes. First, the researcher asked the participants' agreement to have an oral interview. Then, the researcher communicated with the participants by phone or in

person to make an appointment. After that, the researcher conducted the interview by using phone recorder application. The interview took around 15 minutes of each participant. The last process was transcribing the interview into written text before the researcher analyzed the data that had been collected.

Data Analysis

After the data had been collected by the researcher, the next stage was analyzing the data. To analyze the data, it took some processes including transcribing the data, member checking, and coding.

Transcribing the data. After conducting the interview, the researcher transcribed the recording from the interview into written text.According to Cohen, Manion, and Morrison (2011) transcribing is the essential steps in the interview. The transcript data used the original language from the recording.In fact that the interview was conducted in Indonesian language, the researcher had to translate the data of interview into English. Here, the researcher needed to have an interpreter to translate the data. The researcher translated the data by her own self. Then, the result of translation was checked by the lecturer of Universitas Muhammadiyah Yogyakarta, in order to avoid misinterpretation.

Member checking. The researcher did member checking after transcribing the data. Member checking was process to confirm or re-check the data from the participants in order to make sure the validity of the data. According to Creswell (2012), in member checking, the researcher asked participants of the research to check and to confirm the accuracy of the statement. The researcher asked some ambiguous points to all of the participants. The result of member checking showed that all of the participants gave additional information for some

unclear points. After that, the researcher put the result of member checking into the transcribing.

Coding. The next step in analyzing the data was coding. Kerlinger (1970) as cited in Cohen, Manion, and Morrison (2011), defined coding as the translation of question responses and respondent information to specific categories for the purposes of analysis. Therefore, in coding, the researcher gave marks or labels towards the text. There were several steps in conducting coding. First, the researcher marked the participants' statement which answered the research questions namely difficulties and strategies in understanding English textbooks.

To show all of participants' answer, this coding used 15 different colors. Regarding to the difficulties in understanding English textbooks, the researcher used 5 different colors to represent each categories. Those are *pink for unfamiliar vocabulary, tan for high level of the book, blue for low motivation to read, black for length of text, and light purple for unfamiliar topic.* For the second research questions, there were 10 different colors to show 10 categories of strategies in understanding English textbooks. Those are *purple for re-reading the passage, peach for using dictionary, orange for taking notes, red for writing summaries, yellow for guessing, dark blue for using intensivereading, grey for using collaborative learning, light green for asking the lecturer, aqua for increasing self-motivation, and brown for focusing the content goals.*

The next step was grouping all of the colored-statements of each participant into new table. After that, the researcher picked the statements with the same colors into the same category. The last, the researcher translated all of the statement which had been grouped by the same categories into English.