

Chapter Three

Research Methodology

This chapter details out the research methodology for the present research.

This chapter tells about setting and participant in this research. Also, it explains about data collection method, instrument of the research, data collection procedure and data analysis technique of this research.

Research Design

The purposes of this research were to find out EED of UMY students' difficulties and strategies in understanding English idiomatic expressions. Based on the objective above, the research method that was appropriate for this research was qualitative research. Qualitative research aims to explain or reveal in the respondents' experience and respondents' opinion. Creswell (2012) argued that qualitative research appropriate to be employed when it identify the research participants' opinion, belief, or even perception.

The research was conducted through a descriptive qualitative research design. Lambert and Lambert (2012) stated that a descriptive qualitative study focuses on discovering the nature of the specific events under study. On the other hand, the researcher used descriptive qualitative since it was defined as a research design which discovered phenomenon of a particular situation. Linked with the title of this research, which intended to find out EED of UMY difficulties and strategies in understanding idiomatic expressions in English novel and it was considered as a

phenomenon. According to Creswell (2012), descriptive qualitative is the design used for the research to find out description and interpretation. In this research design, the researcher defined the finding of the data that has been gathering at the end of conducting the research. Thus, a descriptive qualitative was suitable for this research.

Setting of the Research

This study was held at EED of UMY. There were two reasons why the researcher selected this department as the setting of the research. First, the researcher found that there was a phenomenon in EED of UMY students in understanding idiomatic expressions based on the researcher's experience in the 5th and 6th semester. Second, the students at EED of UMY have read some novels that contained idiomatic expressions in the Curriculum Design class. Therefore, they already knew the difficulty in understanding idiomatic expressions and strategies to understand it.

Participants of the Research

The participants of this research were students in EED of UMY. There were four students in batch 2014, including two female students and two male students. According to Creswell (2012), in the qualitative research, the number of participants is undetermined, as long as the data gathered has answered the research questions, the least number of participant is sufficient. There were two reasons why the researcher chose batch 2014 as the participants. First, batch 2014 has finished one of the subjects that used novel as the teaching media called Curriculum Design. Second, the students in batch 2014 easily to accessed in order to get the research data.

Data Collection Method

The researcher used interview to collect the data of this research. One on one interview was the type of interview. In one on one interview, the researcher and the participants were working face-to-face, one as an interviewer and the other one as a participant. There were some reasons in using one on one interview. In one on one interview, the data that participants gave was rich. The participants felt comfortable when doing the interview. They were easier in answering the researcher's questions because they felt comfortable. In one on one interview, the participants focused on the interview itself so the answers from participants are not influenced by others. According to Creswell (2008), in one on one interview, the data gathered would become more accurate because the participant can communicate naturally, comfortably, and clearly so that the researcher can ask if there was any misunderstanding on the question asked.

Instruments of the Research

This research used the interview guideline as the instrument. The interview guideline helped the researcher in doing interview. The interview guideline included some questions that the researcher gave to the participants. According to Kajornboon (2005), an interview guide is also an essential component for conducting interview. An interview guideline was the list of questions, topics, and issues that the researcher wanted to cover during the interview. In other words, the interview guideline was an important thing to help the researcher in conducting the interview. The researcher

also used the recorder during the interview. The recorder helped the researcher to record all the sound that happened during the interview.

Data Collection Procedure

The researcher started to collect the data by contacting the participants. The researcher made an appointment in advance by sending messages through mobile phone. It was not easy to make them become the participants of this research. Sometimes, the participants did not reply the researcher's text. If they agreed to be the participant, the researcher interviewed them. The researcher spent four days to finish the interview, one-day one person to interview. Before the interview was began, the researcher explained the topic of interview. Then, the researcher gave the questions in interview guideline to the participants. In collecting the data, the researcher used Indonesian language in the interview. The reason in using Indonesian language was to make communication easier for both the researcher and the participants. Indonesian language also helped the researcher and participants to have good communication. The participants clearly answered the questions using Indonesian language. Each of participants spent 10-15 minutes.

Data Analysis Technique

There were some steps for analyzing the data using qualitative method. The first step of analyzing the data was transcribing the interview result from the participants one by one from data recorder. Then, after making the transcription, the researcher did the member checking. Doing member checking is essential in order to

make sure the validity of the data gathered. Member checking was that the researcher showed the script result to the participants and asked them to check whether the script result was same as the participants had said or not during the interview (Cohen, 2000).

After doing the member checking, the researcher analyzed the data using coding data. Coding is the aspiration of a category label to a piece either of data, that decided in advance or in response to the data that have been collected (Newby, 2010). In coding data the researcher inferred what the participants meant by their answer in each question. There were four steps in coding data.

The first step is open coding. Open coding is simply a new label that the researcher attaches to a piece of text to describe and to categorize that piece of text (Strauss and Corbin, 1990). In open coding, the researcher marked the text with codes or label that described the text. Second, analytic coding might derive from the theme or topic of the research, the literature, or, responsively, from the data themselves (Gibbs, 2007). Third, axial coding is set of procedures that the researcher follows, whereby the data that were, originally segmented into small units of fractions of a whole text are combined in new ways following the open coding (Strauss and Corbin, 1990). In axial coding, the researcher classified each item of statements that has the same category into one interpretation. The last step is selective coding, selective coding is the process of identifying the core category in the text, that central category or phenomenon around which all the other categories are identified and created, are

integrated (Strauss and Corbin, 1990). In selective coding, the researcher analyzed and tried to conclude all the data result into each category selectively. After coding data, the researcher reported the result of the data using descriptive qualitative.