Chapter Three

Methodology

This chapter consists of five parts, namely the research design, research participants, research setting, data collection method, and the last is data analysis. In the research design, the researcher explains what kind of research design that was used by the researcher. The research participants section aims to elaborate the participants of the research. The research setting gives the information about where and when the research was conducted. In data collection method, the researcher reveals how the data were obtained. Data analysis describes the way the findings were analyzed.

Research Design

This research used qualitative approach. The researcher used qualitative approach because the researcher wants to gain deep information from the participants. Lambert (2012) stated that descriptive qualitative design is needed when a direct description of a phenomenon is desired. Lambert added that it is an approach that is very useful when the researcher wanted to know, regarding events, who were involved, what is involved, and where did things take place. Then qualitative research design allowed participants to reveal and explain their experiences. It is supported by Hancock, Ockleford, and Windridge (2009) who stated that qualitative research is suitable in answering questions dealing with "specific events experienced by individuals or groups of individuals" (p.255).

The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experience by individuals or groups of individuals. In addition, the experts mention, "Qualitative data analysis involves organizing, accounting for and exploring the data, in short, making sense of data in terms of the participants' definition of the situation, noting patterns, themes, categories and regularities" (Cohen, Manion, & Morrison, 2011, p. 537). The reason why this study used descriptive qualitative is that the researcher wanted to know the detail information from students and permitted students to explain and tell his or her demotivating factors in learning english. Therefore, this qualitative design is the appropriate design to answer the research question in this research since descriptive qualitative research is provided deeper information from the participants.

Research Setting and Participants

   Research Setting. The research took place at one state junior high-school in Yogyakarta. The researcher chose this school due to the data that in 2016/2017, one state junior high-school got the highest national examination in the level of Yogyakarta province including the English subject. Therefore, this school has become one of the favorite junior high school in Yogyakarta so far and holding "A" for the accreditation. Furthermore, this school also provided a good education facility that is supported students in their learning process. In addition, the researcher has also conducted an informal interview with one of the English teacher from this school to discuss about students' demotivating factors in learning English and the result proved that there were some students who feel

demotivated when he or she learned English. From the problem, the researcher was interested to find out what are factors that is make students feel demotivated in learning English.

Research Participant. The participants of this research were five students. The reasons why the researcher chose five participants was that the researcher thought that five students were enough, and in qualitative research design, number of participants was not important as long as the data required had been fulfilled. It was related to Creswell (2012), who stated that descriptive qualitative might use small sample size, which meant that there was no definite number of participants. Hence, these numbers of participants represented the information of the data.

The reason why the third-grade in first semester students were chosen as the participant was based on the information from one of the teacher in one state school junior high-school in Yogyakarta during the informal interview who stated, "Students in second grade and now they were in third grade felt demotivated because they got a lot of exposures especially in grammar aspect and it made students not enthusiastic in learning English". In determining the participants, the researcher conducted the interview with the English teachers. The researcher asked the English teacher in order to choose one of the students from each class and to give additional information about which students were considered having problems related to motivation in learning English because teacher involved in students teaching and learning process.

This table below is table that described the reason why five participants are chosen based on informal interview with one of the English teacher at one state junior high school in Yogyakarta.

No	Name of Participant	Grade	The reasons why chosen
1.	Eno	9	Actively talk but afraid to talk in front of classroom.
2.	Galih	9	Actively talk but afraid to make mistake in writing context.
3.	Jodi	9	Active in classroom but quite silent when to speak up in classroom
4.	Sani	9	Quite silent in classroom (passive in learning process)
5.	Sendi	9	Afraid to get low score in assessment.

Data Collection Method

The researcher collected the data by interviewing students to find out the deep information based on the formulation of the problem. Before the researcher conducted the interview, the researcher requested a letter of introduction from Muhammadyah Yogyakarta University to submit a letter of application to the Yogyakarta education office as a condition of conducting research at an institution. After all the letters were completed, then the researcher started to

conduct the interview in one state junior high-school. The interview was held in

one state junior high-school in Yogyakarta with the duration was about 15 to 20

minutes for every participant. The researcher used Indonesian language during the

interview in order to make the researcher easier in gaining more information from

the participants. It was because their mother tongue was Indonesian language, and

it would make them comfort in answering the questions. For this interview, the

researcher used a recorder to record all the data from the participants when they

were answering the questions. Moreover, the researcher also used pen and note to

take a note the interview result.

Data Analysis

After the interview, the researcher transcribed the interview result. First,

transcribing was a crucial step in the interview because, at this step, the researcher

transcribed the data, which converted the recording audio into the text. Besides, at

this stage, there was potential data loss and different interpretation between the

participants' responses and the researcher. According to Kvale (1996) as cited in

Cohen, Manion, Marison (2011), they said that in some cases, transcribing could

lead to confusion for the researcher, because it could create some unclear border

from the original live interview situation. Therefore, after the process of

transcribing had finished, the next step was member checking. This step was also

applied to know whether the data were valid or not. If the data were accepted by

the participants, it means the data were valid. However, if the transcribing result

was not approved by the participants, it means the data were invalid. Therefore,

the researcher revised the transcribing result. When conducting member checking,

the researcher comes to the school to meet the participants to reassure whether the data are valid or not or maybe there are few additional information according to the participants. If the data was accepted by all of the participants, it means that the researcher can go to the next step which is coding.

The next step after conducting member checking was coding. Coding was the process of breaking down the information in a smaller unit in order to categorize text data to description form (Creswell, 2012). Once categorizing had been decided, then, analyzing the data would be undertaken through three step of coding namely open coding, axial coding, and selective coding (Cohen, Manion & Marrison, 2011).

In addition, Cohen, Manion, and Marrison (2011) mentioned that the first step of analyzing the data was open coding. That was simply a new label that the researcher attached to pieces of the text to describe and categorize the piece of text. In open coding, the researcher grouped the code into categories based on the criteria that the researcher had decided or known as labeling. The second step was analytic coding. Practically, the analytic coding was almost the same as open coding. However, an analytic coding was more specific than open coding. The third step was axial coding. In this step, the researcher recombined the data that were originally segmented into one category. The researcher began to classify the same answer from all the participants. However, it did not work if the answers were not same. Therefore, the researcher should make anew classification. The last step was selective coding.the researcher will identify the core categories from the previous data. So, in this process, the researcher will identify the core of

categories that has been filtered before. The final results from axial coding will be the findings of this study that related to the research questions.