

## **Chapter Three**

### **Methodology**

This chapter three is the methodology of the research. There are six points that was discusses in this chapter. Those six points were; research design, research setting and participant, research instrument, data collection procedure, data validity, and the last is data analysis.

#### **Research Design**

The present research discussed about demotivating factors that students experienced in learning English as a foreign language in one of English Education Departments at one of private universities Yogyakarta. This research is a qualitative research in which qualitative research provides detail information. Creswell (2012) stated that "Qualitative methods explored a problem and developed a detailed understanding of a central phenomenon" (p. 567). Therefore, in this study the researcher tries to explore the detailed information about kinds of demotivating factor that were experienced by the students in learning English as a foreign language.

Moreover, this research is descriptive qualitative research in which all of the data that were presented in the form of description. According to Creswell (2012), descriptive research is a research which presents detailed description of people and places. In this descriptive qualitative research, all of demotivating factors that student experienced in learning English as a foreign language were explained in the form of description. Sekaran and Bougie (2013) said that,

“descriptive research was designed to collect data that describe the characteristics of persons, events, and situation” (p.97). This descriptive qualitative research may help the researcher to think systematically about all of demotivating factors that students experienced in learning English as a foreign language. Moreover, this descriptive research was expected to make the researcher easier to get the data.

### **Research Setting and Participant**

In this part of the research methodology, there are two points that the researcher discussed, namely; research setting and research participant. The research setting discusses the place that was the researcher conducted this research. The research participant discusses the participants who were involved in this research.

**Research Setting.** This research was conducted at one of the English Education Departments at a private university in Yogyakarta at batch 2013. This research conducted before the English Language Education Department moved into the newest building which means that they were still learning English at University Resident. There were two reasons why this research was conducted in this department. Firstly, the researcher observed that when he joined some courses at that department and he found that there were some students who seemed demotivated in learning process. The second reason was in term of accessibility. This department is accessible for the researcher because the researcher is currently studying English at this department. Therefore, this department is the appropriate setting for this research.

**Research Participant.** The participants of this research were five students of batch 2013. These five participants were selected as the representative from all classes. There were five classes in that department for batch 2013. Based on the researcher's observation when he joined courses with students at batch 2013, he found that some students demonstrated poor concentrate, attending the class rarely and they were unwilling to cooperate. Those observations helped the researcher in determining the participant involved in this research. The researcher interviewed both male and female students who learn English. There are two females and 3 males were involved in this research. In this research, the participant's identities were concealed. Therefore, in the process of analyzing the data the researcher used P1 as the first participant, P2 as the second participant and so on.

The researcher had three criteria of the participants who were involved in this research. Firstly, the students have demonstrated poor concentration in learning process which means that they did not pay attention to the teacher's explanation. It was known from the students' behavior in the classroom that they did not pay attention to the teachers' explanation. For example, student ignored the instruction when teacher gives them assignment that they should discuss in group. Second, they showed less interest in attending the courses which known from the students' attendance list. The participants who were involved in this research were the students who attended the class meeting only for 1 to 8 times. The last criterion was the students were unwilling to cooperate in the process of learning. Moreover, to keep the trustworthiness, the researcher crosschecked the students' attendance list using the permission letter from administration staff that

approved by the head of the English Language Education Department.

### **Data Collection Technique**

This research used the interview to find out the information about the demotivation that students experienced in learning English. Cohen, Manion and Morrison (2011) said that interview allows the participant to convey their opinion toward the situations based on their point of view. One-on-one interview was used in order to get the detail information from the participants. Open ended question was applied in this research to elicit the participants' responses during the interview. Creswell (2012) stated that an open-ended question allows the participant express their experienced without any constraints. The researcher asked the participants about demotivating factors that the participants experienced in learning English as a foreign language. For example, the main question that the researcher asked to the participants during interview process was what kind of demotivating factors that you were experienced in learning English?

### **Data Collection Procedure**

The first data collected from the participant on Friday, May 5<sup>th</sup>, 2017 until June 10<sup>th</sup>, 2017. Before interviewing the participants, the researcher prepared the interview guideline related to the research question. Then, the researcher asked the permission letter from administration staff for checking the student's attendance list. After the researcher checked the student's attendance list, the researcher contacted the participants to inform them whether they were available or not being the participant in this research. The first participant was interviewed by the

researcher on May 5<sup>th</sup>, 2017 in university's library. The researcher told the participant about the purpose of the research and made the agreement that the students' identities were concealed. The next was researcher asked the participant based on the interview guidelines that have been prepared. In addition, every interview process happened around ten minutes for each participant.

In addition, the researcher used Indonesian language during the interview process to make both the researcher and the participants understand clearly and they told their experience in oral communication easily. The researcher recorded all of the participants' responses from the beginning till the end of the interview. The researcher used follow-up question to enrich the data and explore students' responses.

### **Data Validity**

The function of validity in this research is to measure the data to be feasible data. The purpose to measure the data is to get the valid data that appropriate with the objective of the research. Golafshani, (2003) said that "reliability and validity are conceptualized as trustworthiness, rigor and quality in qualitative paradigm which are to eliminate bias and increase the researcher's truthfulness of a proposition about some social phenomenon" (p. 604).

Member checking method was applied in this research to check the accuracy of the participants' responses. All of the participant's responses were completely transcribed and then the researcher brought the transcription to the participants who have been interviewed for checking weather the data is correct or

wrong. Creswell (2012) said that, “member checking is a process in which the researcher asks the participants in the study to check the accuracy of the account” (p. 259). The result of member checking process indicated that the participants gave some addition responses. For instance, the first and second participants gave the example of factors that they mentioned as demotivating factors in learning English as a foreign language.

### **Data Analysis**

The researcher used two steps to analyze the data. Firstly, the researcher transcribed the data interview from the participants using verbatim transcription. Mclellan, Macqueen, and Neidig (2003) stated that, all of the participant’s responses were transcribed by the researcher including elision, mispronunciations, slang, grammatical errors, nonverbal sounds, and background noises. Therefore, the researcher transcribed all of the participants’ responses without leaving out anything from the recording.

The second process was all of data that have been transcribed was coded. According to Cohen, Manion and Morrison (2011) “a Code is simply label that the researcher gives to a piece of text that contains a piece of information” (p. 559). There were three steps that the researcher used in the process of coding. The first step was the researcher used colors to label the participants’ responses which was believed can answer the research question about demotivating factors experienced by students in learning English as a foreign language. There were seven colors that were used by the researcher to label the participants’ responses. The explanation of each color was presented in the following table:

Table 2		
<i>The list of coding colors</i>		
No	List of Colors	Explanation
1		Facilities
2		Textbook
3		Lecturer
4		Classroom Rule
5		Classmate
6		Schedule
7		Environment

The next step was the researcher made a new table for grouping all of the participants' responses which had the same color and category. Furthermore, after all of the responses were grouped into the same category, the researcher translated it into English. The last step was the researcher wrote the research finding. In addition, all of the research finding which was prepared by the researcher during the coding process was discussed in the next chapter.