

Chapter Three

Methodology

This chapter presents the methodology applied in this research to provide some important outlines to the readers. There are six aspects that are discussed in this chapter namely, research design, research setting, research participant, research instrument, data collection procedure, and data analysis. Also, some theories are presented as a supporting of the methodology.

Research Design

Revealed from the title of this research which is purposed to uncover or describe trends or phenomena, qualitative design was applied. It is believed by the researcher that qualitative design would obtain rich information regarding the concern of the research. Creswell (2012) “qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences” (p. 66). Besides, it is also asserted by Creswell (2012) that qualitative method can also be applied if researcher seeks to find out an answer of a problem existed and understanding of a central phenomenon. Therefore, by applying qualitative method, rich information was more discovered by the researcher regarding exploring students’ attitude in learning EFL including the types of attitude of every student in classroom as a natural setting. Meanwhile, a qualitative descriptive design was applied in this research. Sandelowski (2012) stated that “Qualitative descriptive study is the design of choice when straight descriptions of phenomena are desired. Such study is especially useful for researchers wanting to know who, what, and where of events” (p. 334).

Research Setting

The setting of this research took a place at one of the private universities in Yogyakarta specifically the English department. Two aspects were decided as the reasons to conduct the research. Firstly, the researcher was also one of the students at that department, so the researcher had already recognized the learning environment such as the atmosphere of the class and teaching and learning process which the researcher believes it could ease the researcher to do the research. Secondly, the accessibility of the researcher was to conduct the research like getting the information of the students from friends or lecturers to be the participants in the research. Therefore, choosing that department as the research setting was suitable.

Research Participants

The participants of this research were the students of an English Language Education Department at a private university in Yogyakarta batch 2014. It was the fact that students of this batch at this department have already achieved more time in learning English since 1st semester to the 8th semester than other students. Also, they get used to learning English with various subjects and being exposed with some kinds of problems which in the end would show different attitudes. Therefore, with the high frequency of the students in learning English in that department, it was believed to give more information regarding the students' attitude. In addition, since students in batch 2014 were divided into four classes, the researcher chose students with particular characteristic from their GPA as the measurement of achievement. It was considered that students who had good

achievement can be seen from their GPA. Thus, the researcher chose students with high, medium and low GPA to be the participants.

Furthermore, the researcher proposed the head of that department to get permission on finding out the students' GPA. Three students are considered enough to be the participants. According to Cohen, Manion, and Morsion, (2011), there are no exact rules about the size of the participants in qualitative research; size is informed by fitness for purpose. After selecting the three participants based on the high, average, and low GPA, the researcher then contacted the participants by texting each of them to make an appointment to conduct the interview.

Research Instrument

To explore students' attitude in learning English, the researcher administered an interview as the instrument to collect the data, also as the guide for the researcher to do the interview guideline was used. Cohen et al. (2011) maintain that interview is a flexible tool which allows participants to discuss how they feel and experience, and how they see a particular situation from their point of view. Thus, by conducting interview, the researcher could elaborate not only to obtain the complete answer but also to respond deep issues. The type of interview used was unstandardized open-ended interview; the questions should not be sequence to be asked to interviewees but still using interview guidelines which can be analyzed more easily (Cohen et al. 2011).

In addition, open-ended items also enabled the researcher to have an in-depth interview. For the question format, the researcher chose indirect format which intends to find out respondents' view, so it led the answer to be specific. For the response mode, a scale response or a structured response was adapted; the

form was usable and analyzable data because participants were guided to answer questions from the interviewee in series of order (Cohen et al. 2011). To add, the interview consisted of eight questions.

Data Collection Procedure

To collect the data, the researcher conducted an interview. To conduct an effective interview, the researcher used an interview guideline. To start the interview, the researcher recruited the participants by contacting them through Whatsapp application. The researcher made an appointment with the participants about the time and place agreed by the participants. Then, two participants agreed to do the interview in one of places in the department, and another participant agreed to do the interview in her boarding house. Before conducting the interview, the researcher explained the purpose of this research, so that the participants had a general understanding regarding the research. In doing the interview, the researcher used Indonesian language to obtain clarity and avoid misconception between the researcher and the participants because Indonesian language is the mother tongue for both the researcher and the participants. In the interview, it took eight to ten minutes for each of the participants. Besides, the researcher was responsible to provide the tools needed such as hand phone recorder. A pseudonym was used in the interview because the researcher intended to keep personal information of the participants. According to Seuss (2012), a pseudonym is unreal name which is often used by researcher or writer to personally keep their privacy.

Data Analysis

After collecting the data from the interview, the researcher analyzed the data. Analyzing the data intends to identify and find out the answer regarding the

research questions. There were some steps which were conducted, namely, transcribing the data, testing validity; member checking, and coding the data.

The first step was transcribing the result of the interview from every participant's words, phrases, and sentences. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. The second step after transcribing the data was testing the validity by using member checking. Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity; member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. In member checking process, the transcription of the interview was shown to the each of the participants to get the approval from them. The result of the member checking was all participants agreed with what was written on the transcription, so there was no changes on this.

The last step was coding. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2012). There were three types of coding done by the researcher namely, open coding, analytical coding, axial coding, and selective coding. Open coding was a process to code important answer from the participants. The second was analytical coding. This step was how the labels from open coding were changed to be theme. The next was axial coding. In axial coding, the researcher classified into similar categories that were related to the research problems in the research question. The last was selective coding. In the selective coding, the researcher identified and integrated categories to be well structured, systematic, and correlated to be core

categories. After coding, the last step done was reporting the data by explaining in the form of paragraphs to answer the research questions.