Chapter Three

Methodology

This chapter discusses the methodology used in the study. It includes the research design, research setting, participant of the research, data collection method, and data analysis. In this chaprther, some theories that support the research methodology are included.

Research Design

The purpose of the research is to find out the types of student-teacher closeness in learning English at PBI UMY, continued by looking for the factors influencing the student-teacher closeness in learning English at PBI UMY, and also the impacts of student-teacher closeness in learning English at PBI UMY. Furthermore, this researcher made a consideration in conducting qualitative research to present of this research. Qualitative research is considered to get the information in depth base on the experiences and feelings of the participants in this research.

According to Merriam (2009), qualitative research focuses on how people interpret their experiences. It means that the result of qualitative research should be in a description. Furthermore, the adoption of this approach also refers to the aim of this study. "Qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of human's lives and social worlds"(Fossey, Harvey , McDermott, & Davidson,

2002). It means that qualitative research interest in how the people share their experience about their live and social worlds.

Setting and Time of the Research

In this part, the research discused research setting. Research setting is the place where the researcher conducted the reearch. This research conducted at PBI UMY. PBI UMY was chosen as a setting of this research because the researcher studies at PBI UMY and the researcher founds some problems related to the study of this research. This research conducted on November 2014 at UMY campus area.

Participants of the Research

The participants of this study consist of 7 students of PBI UMY batch 2010. 4 females and 3 males. All participants are from the students of PBI UMY batch 2010. Half of the respondent are the respondents which is look close to the teachers, and half other are the respondent who looks not really close to their teachers. But all the respondents choosed from the same batch, they are the students of PBI UMY batch 2010. The students are chosen as the sample of this study convenience sampling because they have same characteristic. The respondents are coming from the same batch, and the students of PBI UMY batch 2010 are the first batch of PBI UMY who have longest experience, at most experience in PBI UMY especially on their closeness with their teachers of PBI UMY. According to Rahayu (2013) respondents should have same background and at least, one similar characteristic because it relates to the validity. Most of students have experience in learning English at PBI UMY since four years ago. They are asked to declare their willingness to be recorded.

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Data Collection Method

This study uses the interview as a data collection method. Interview is often used in a qualitative research and considered as an appropriate method since it is concerned with the information, understanding and also the feelings of the individual (Hancock, 2002). In this case the interview is used to seek the types of closeness in learning English at PBI UMY, the factors influencing the closeness in learning English at PBI UMY, and the impacts of closeness in learning English at PBI UMY. It is a method where respondents share their opinion. Respondents were interviewed one by one by Indonesian language, Indonesian language is used in interview the respondent because Indonesian language is the first language of the researcher and the respondent to make the respondents easy in understanding the question during interview. Recorded interview was transcribed in original language then interpreted in English. And interview practice also used to make sure the questions are good or not, then the data interview trascribed and continued by checking by the expert.

Data Analysis

The aim of the data analysis is to interpret students' answers to the questions the researcher raised. According to Strauss and Corbin as cited in Widyarini (2005) there are three steps of grounded theory: open coding, axial coding, and selective coding. The first thing that has to be done is transcribing from the interview. After transcript-writing process, member checking was done to check the validity of the research data from the interview by meeting the participants to clarify the data transcript. The next step is open coding. Open coding is "the process of breaking down, examining, comparing, conceptualizing,

and categorizing data". The next step is axial coding. Axial coding focuses on our categories. It means putting the open coding into each category that has been decided from the literature review. After finishing open coding and axial coding, selective coding is performed. Selective coding is done after the core variable is found. "After the open coding and axial coding procedures, the researcher decides what topic is the core and what the central storyline is" Lu (2008). Then analysis should be narrowed so that the related core and central theme could be selected.