

Chapter Three

Methodology

This chapter presents the methodology and the step to do the research and answer the research questions empirically. It covers five sections namely; research method, research setting, research participants, data collection method and technique of data analysis.

Research Method

This research employed descriptive qualitative. According to Creswell (2012) qualitative research is conducted from a small group of individuals in order to gain the depth information. Additionally, Rossman and Rallis as cited in Creswell (2003, p. 181) stated, qualitative research takes place in a natural setting. Qualitative research enables the researcher to conduct the research to the participants' home or office and enable the researcher to develop a level of detail of individuals or a place and be highly involved in actual experiences of the participants. Moreover, qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009, p. 13).

This research aimed to explore the reading comprehension problems encountered by students of EED and the strategies used by students in overcoming these problems or in comprehending the texts. Based on the aims of this research, the appropriate research design for this research is qualitative research because as Strauss and Corbin (1998) stated that qualitative research is the method used to gain in depth

understanding toward certain phenomena such as feelings, thought processes, and emotion, which is difficult to learn through another research method. In this research, the reading problems and reading strategies were seen as phenomena that need to be explored in detail. Therefore, this research employed qualitative research. Besides, another reason for choosing qualitative research was that some of the studies in this area have tried to explain these issues through quantitative approach. Hence, the researcher used qualitative approach in order to explore these problems in detail.

Research Setting

This research was conducted at the English Education Department of UMY. The researcher chose EED UMY as the research setting based on three reasons. Firstly, it is because of the accessibility of the research setting. The researcher is a student of EED UMY so it was easier for her in collecting the data because she has an access to obtain the data from the English Education Department of Universitas Muhammadiyah Yogyakarta.

Secondly, the students at the English Education Department of Universitas Muhammadiyah Yogyakarta are required to read learning materials from many resources in English such as textbooks, articles, and journals or other resources. Therefore, the researcher was interested in knowing how the students perceived their reading comprehension in terms of the problems and the strategies that they used in the classroom and out of the classroom as well.

Lastly, since the English Education Department is a new study program that was established in 2010, there are few researches on reading area especially in

reading comprehension problems and reading comprehension strategies that have been done in this setting. In other words, little is known about students' problems and strategies related to the reading comprehension. Therefore, the researcher was interested in conducting the research at English education department UMY.

Research Participants

There were six students of the EED UMY selected as participants in this research. They were the two students of batch 2013, two students of batch 2011, and two students of batch 2010. Six participants had been choosing to get more depth data. The researcher applied purposeful sampling to select the participants. Purposeful sampling refers to the "...intentionally select the individuals and sites to learn or understand central phenomenon" (Creswell, 2012, p. 206). The participants were chosen based on three criteria. The first, the participants were the students of English education department students. It means that the students had been exposing to English texts. However, they still found difficulties to understand English text. By having problems in comprehending the English texts, they were expected to provide the information of reading comprehension problems and reading comprehension strategies.

The second criteria, the participants were the students who had enrolled in four reading and writing classes namely, basic reading and writing, academic reading and writing, interpretive reading and argumentative writing, reading and writing for career development. By enrolling in the four reading and writing classes as mentioned above, they had been expose to the different types of reading materials. Therefore,

they were expected to provide the information of reading comprehension problems and reading comprehension strategies. The third criterion was that the participants were available for the interview during semester break.

Additionally, in determining the number of participants to be interviewed in this research, the researcher relies on the concept of theoretical saturation. Strauss and Corbin (1998) defines theoretical saturation as the general rule in determining the number of respondents, in which when there is no new data or theme emerge from the interview, the interview can be stopped.

Data Collection Method

In this research, an interview was used as the research instrument. The purpose of conducting interviews is to gather responses that are richer and more informative than questionnaire data (Koshy, 2005). The researcher uses in-depth interview to collect the data. Boyce and Neale (2006) defined in-depth interview as one of data collection techniques in qualitative research, in which the researcher interviews small number of individuals intensively in order to understand their perspective on a given issue. In this research, the in-depth interview was used in order to explore the problems encountered by the students in reading English text and the strategies that students employed in overcoming those problems.

In addition, the researcher used open-ended question and semi-structure format interview. Based on the Guion, Diehl, & McDonald (2001), among the characteristics of in-depth interview are the use of open-ended question and semi-structure format. According to them, open-ended question is kind of interview

question in which it requires more than “yes” or “no” answer, thus it allows the participants to expound their answer. Whereas, semi-structure format refers to the format of interview in which the interviewer has pre-determined the key questions. However, the interviewer is allowed to ask follow-up questions based on the participants’ responses during the interview. All the interviews were conducted in Indonesian language in order to prevent the misunderstanding. The interviews were recorded to help the researcher get the accurate data and enable the researcher to transcribe the responses in detail.

Technique of Data analysis

The data analysis began with transcription. In this step, the audio-data were transcribed into written text. The next step was coding. Coding is “the process of segmenting and labeling text to form descriptions and broad themes in the data” (Creswell, 2012, p. 243). The data were using open, axial, and selective coding.

After the researcher processed transcription, the result of verbatim data was given back to the participants to check the accuracy of the data whether it suitable with the participants’ condition. Member checking was used to fulfill the trustworthiness of the data. As asserted by Frankael & Wallen (2006) member checking means asking respondent to review the accuracy of research report.