

Chapter 3

Research Methodology

This chapter covers eight sections. The first section discusses about research design, followed by research setting which explains where, when and how long the research will be done. The third section explains about the research participant, followed by the data gathering collection techniques. The next section discusses about data gathering procedure, and then the data analysis techniques. Finally, interpreting issues and trustworthiness of this study are discussed.

Research Design

A qualitative method was used in this study. A qualitative method was selected due to several reasons. The qualitative method examines a problem and construct a detailed understanding, the purpose and research question are in general and wide so as to participants' experience, the data collection is based on words from a small number of individual, interpreting is used in analyzing the data from large meaning of the finding and the last, the writing report is flexible (Creswell, 2012). Furthermore, the objective of this study was to find out the deep and detailed information about inhibiting factors which influence students not to read among students of English Language Education Department of a private university in Yogyakarta.

In this study, a descriptive qualitative research design was applied due several reasons. First, C. Lambert and V. Lambert (2012) stated that descriptive qualitative design is a research approach that is used straight forward to describe real phenomenon. The descriptive qualitative research design is useful to find detail information of an event, such as who were involved, what were involved, and where did the things happened (C. Lambert & V. Lambert, 2012). In other words, the aims of descriptive qualitative research design is to summarize a specific phenomenon which experienced by individul or group individuals. From the explanation above, this design is choosen to meet the objectives of this study, which are to examine the inhibiting factors to read among this students of English Language Education Department .

Research Setting: Place and Time

This study conducted at an Islamic private university in Yogyakarta during the academic year 2017/2018. This Islamic private university was chosen because the researcher studies in this place so that it gave benefit in terms of research access. It meant the researcher has been familiar with the place so that accessing the place and the participants more manageable. It is also evidance that all of the lecturers encourage students to be active learners by providing some reading sources to support their learning. Not only providing reading sources, in some courses, lecturers provide textbooks that must be read by students.

The research was planned to be conducted in one semester. This research needed five months to complete. During that time, the researcher had to develop the proposal of this study, write the interview guidelines, and collect as well as analyze the data. The proposal writing was completed in two months, from July until September 2017, followed by developing interview guidelines during October 2017, and collecting the data by November 2017. In collecting the data, the researcher took two weeks in interviewing the participants. The next step was transcribing, coding, analyzing, and translating the data. Detail activities about the research is explained in the following table.

Table 3.1. Research Timeline		
Month/Week	Activity	Detail Activities
July – Sept Week 1 – 3 Week 4 – 7 Week 8 – 10 Week 11 Week 12	<i>Proposal writing</i>	<ul style="list-style-type: none"> • Proposal chapter 1 • Proposal chapter 2 • Proposal chapter 3 • Preparing for seminar proposal • Seminar proposal
October Week 1 Week 2 Week 3 Week 4	<i>Interview preparation</i> <i>Conducting Interview</i> <i>Conducting Interview and</i> <i>transcribing process</i> <i>Conducting trustworthiness</i>	<ul style="list-style-type: none"> • Preparing for the interview tools • Developing interview guideline. • Contacting the participant • Making appointment with the participants • Interviewing the participant. • Interviewing the participant • Transcribing the interview • Member checking
November Week 1 Week 2 Week 3 Week 4	<i>Analysing the data</i>	<ul style="list-style-type: none"> • Coding process • Writing the findings
December - February Week 1 – 4	<i>Skripsi writing</i>	<ul style="list-style-type: none"> • Writing chapter 4 • Writing chapter 5

The Participants

Students of ELED of this Islamic private university batch 2015, 2016, and 2017 were selected as participant of this study. By selecting students from different

batch, it was expected that various data would be gathered. They were selected because they enrolled courses which required them to read textbooks and journal articles. In each meeting, students were given assignment to read some chapters or journal articles that provided by their lecturers. Thus, it is expected that the students could give rich and detailed information about the reasons why they do not want to read. As a result, lecturers, researcher, and other researcher could give some contributions or solutions to overcome those problem that students had experienced why they reluctant to read.

Moreover, the sampling strategy was used in this study was non-probability. Non probability sampling is a strategy in selecting the target of participant from a particular group, students, a group of students who are taking a particular examination, or a group teacher (Cohen Manion, & Morrison, 2011). Since the aim of this study is to reveal some factors inhibiting students to read, the students who were selected as participants were the students who experienced in enrolling courses which required them to read textbooks or other reading sources. By using non-probability sampling strategy, it was expected that rich and detailed information were represented by that prticipants.

To meet the objective of the study, purposive sampling was used in this study as the sampling technique. As its name suggest, only certain students were selected to be the participants of this study. As Cohen and Morrison (2011) defined that the researchers choose the sample based on their judgement of the particular

characteristics they were looking for, which means the sampel or participant is selected based on specific needs. Moreover, Teddlie and Yu (2007) as cited in Cohen & Morrison (2011) stated that, the purposive sampling was used to achieve representativeness, to focus on specific and unique issues and to create a new theory through gradual theory. Thus, purposive sampling technique was used in this study.

Additionally, in selecting the participants, there were several criteria which required by the participants who involved in this study. The participants must be the students of English Language Education Department of this Islamic private university in Yogyakarta batch 2015, 2016, and 2017. They were students who were currently or have attended a class which required reading textbooks or other reading sources. These students were students who reluctant to read.

Total participants of this study were four students. Two female students from batch 2015, one male student from batch 2016 and one male student from batch 2017. One of the participants from batch 2015 is a student who does part time job and she also joins some organizations in her campus. The other participant from batch 2015 is a students who loves to watch korean drama and have me time during leisure time. The participant from batch 2016 is a male students who addicted to social media. The last participants is a male student from batch 2017, he is first year student who has more free time than the other participants. During leisure time, he usually spend it for doing exercise or hangin out with his friends.

Table 3. 2. Participant Overview			
Group	Participant	Gender	Pseudonym
Students batch 2015	2 participants	Female	Zaliha
		Female	Sumeye
Students batch 2016	2 participants	Male	Raditya
Students batch 2017	1 participant	Male	Mustafa

Data Gathering Collection

The research instrument of this study was interview. Data was collected with the aid of interview guideline to find out inhibiting factor that affect students to read among the students of English Language Education Department. The information from the interview was in depth and detailed information (Cohen, Manion, & Morrison, 2011)

There were several reasons in using interview in this study: less costly, simple, prompt and low cost way of communication, body language and expression are more clearly identified and understood, and the interviewer can probe for explanations of responses. Moreover, Cohen, Manion, and Morrison (2011) stated that; interview is one of flexible tool for data collection and involves multi-sensory channels to be used: verbal, non-verbal, spoken and heard, and the interviewer may

control while still giving space for spontaneity and the interviewer can force not only for complete the answer but to gain complex and deep issues.

In this study, the in – depth interview was used. As its name suggests, in – depth interview is mentioned as one of qualitative research instruments, where the intensive individual interviews are conducted. There are smaller number of participants so that particular issues or participants’ perspectives are explored deeply. Newby (2014) said that, in – depth interview is administered to discover issues, personal biographies, and their attitudes, opinion, emotion on particular issues. By using in – depth interview, it is expected that the interviewer can understand the participants deeper and obtain rich data with enhanced insight and more of details.

In addition, to meet the objective of this study, open – ended question format and unstructured response were selected in this study. The used of open – ended question allows the the interviewer to access the participants’ true feeling on an issues. It is also used to make the respondents give rich and detailed information. Furthermore, to gain broad and detaild information in this study, unstructured response was used in this study to examine students’ view about inhibiting factor to read. In line with that, Cohen, Manion, and Morrison (2011) mentioned that “it does ensure the respondent has the freedom to give their own answer as fully as she chooses rather being constrained in some way by the nature of the question” (p. 419). By using the unstructured reponse, it was also expected that unanticipated findings could be discovered in this study.

During the interview, the participants were asked how much time do they spend to read, what activities they prefer do than reading during leisure time, the reason why they are interested in doing other things than reading, why and when they decided not to read, and about their opinion reading in English. Moreover, preliminary question about how important reading for their academic life were also asked in the beginning of the interview process.

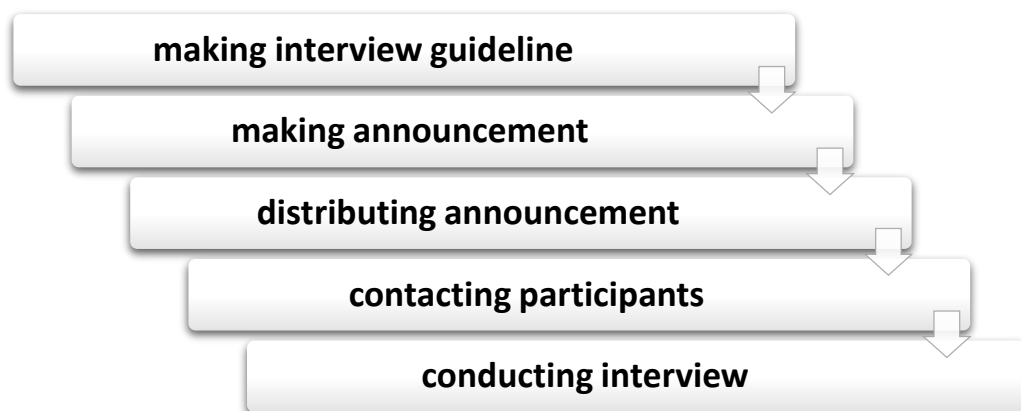
Data Gathering Procedure

There were several steps to gather the data. The first step was creating the interview guideline. The interview guideline was created by the researcher supervised by her supervisor. The purpose of making the interview guideline at the beginning was in order to make the interview process goes appropriately and it was expected that the questions are structured and sequenced. The next step was making the poster of the announcement and soon after it done, it was distributed to the students. The announcement provided the information about the general overview the aim in conducting this study, short explanation who can be participants of this study and also the contact of the researcher. The announcement was used because it was very practical and could directly got to the target that has been set through the criteria. By using the announcement, it was expected to get the participants vountarily with existing criteria.

After the perspective participants contacted the researcher, she contacted them back to made appointment. The time and place in conducting interview was done

based on the agreement that have been made in the appoitnment. The venue and time were choosen by the participant that was convenient to them. Bahasa Indonesia was used in conducting the interview. The purpose of using Bahasa Indonesia wass to avoid misunderstanding between the interviewer and the participants, and to gained deeper information from the participants. The equipment used during the interview are hand phone as the recorder, note, and pen. The time estimation in conducting the interview was approximately 60 minutes each participant. The following graphic describes about data gathering procedures.

Graphic 3.3. Data gathering procedure



Data Analysis

Data analysis is the process of discovering the collected data in order to draw conclusion about the information they contain in which the coding technique is used in this study. There were several process before analyzing the data using coding technique. The first steps was transcribing process. The transcribing process was a crucial step after the interview. It took a lot of time and careful attention in transcribing from the audio to written form in each conversation in the interview, for there are potential large data loss, deformation and reduction of complicated data. In this study, the researcher transcribed the data, sentence by sentence to make it easier for the next process of the translating process. Pseudonym or unreal name was used in transcribing the data to underhand the respondents' confidentiality.

The next process was analyzing the data by using coding technique. The coding process was giving simple name or label to a piece of text which cointains an information or idea. Kerlinger (1995) as cited in Cohen, Manion, and Morrison (2011) mentioned that "coding is the ascriptions of a category label to a piece of data, that is either decided in advance or in response to the data that have been collected" (p. 559). Strauss and Corbin (1990) as cited in Cohen, Manion, and Morrison (2011) also added that "coding is the process of breaking down segments of text data into smaller units (based on whatever criteria are relevant), and then examining, comparing, conceptualizing and categorizing the data" (p. 561). Then in this study,

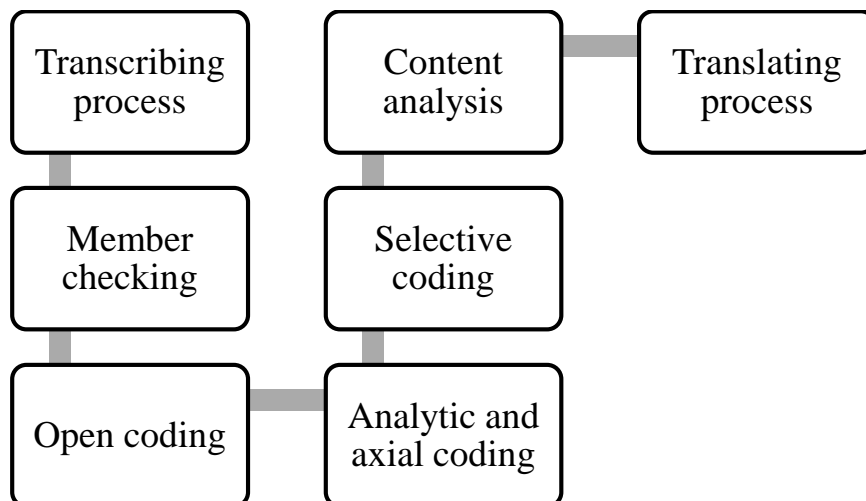
there are four coding types used by the researcher. There are open coding, analytic coding, axial coding, and selective coding.

In the first steps of coding, the researcher used open and analytical coding. Open coding categories a piece of text by giving a simple name or label to give description based on criteria that are decided by the researcher (Strauss & Corbin cited in Cohen, Manion, & Morrison, 2011). It can be performed on line-by-line, phrase-by-phrase, sentence-by-sentence, paragraph-by-paragraph or unit-of text-by-unit-of text basis. In this step of open coding, the researcher gave a label such as “lack of language proficiency” to every statement that indicated the students capability when reading an English text. In this process, the pseudonym such as Zaliha, Raditya, Mustafa and Sumeye were used to label the statement of participants of this study.

The next process is analytical coding. Cohen, Manion, and Morrison (2011) mentioned that “it draws together and gives more explanatory and analytic meaning to a group of descriptive codes” (p. 561). In this step, the researcher gave some interpretation into simple descriptive code. Another process of coding is axial coding. Strauss and Corbin as cited in Cohen, Manion, and Morrison (2011) stated that “axial coding is a set procedures that the researcher follows, whereby the data that were originally segmented into smalls units of fractions of a whole text are combined in new ways followings the open coding” (p. 561). In this step, the researcher combined the category with the subgroup of the category.

The last process in coding is selective coding. Selective coding is used to identify the core categories of text data, collecting them to form a theory (Cohen, Manion, & Morrison, 2011). In this coding process, the researcher had to select the statement of the data which has similar idea and categorized it into main category. For illustration, in this study, the researcher used main category of the finding such as “lack of language proficiency”. The next steps is content analysis. Krippendorff (2004) as cited in Cohen, Manion, and Morrison (2011), defined content analysis is analyzing the data to replicate and determine the text or statement into valid context. In this steps to get the result of the study, researcher analyzed the frequency of each code that appears.

Graphic 3.2 Data analysis process



Trustworthiness

The concept of credibility in quantitative and qualitative studies is different. While in quantitative studies it is addressed as validity and reliability, in qualitative studies, this concept has different terms. In doing this qualitative research, the researcher applies trustworthiness.

There are four criteria in defining trustworthiness. According to Guba as cited in Shenton (2004), he mentioned that there are credibility, transferability, confirmability, and dependability. Merriam (1998) as cited in Shenton (2004) defined that, credibility is about how confident the researcher is in the truth of the research study's finding. Transferability is about how the research study's finding is applicable to other study, while confirmability is how the research study's finding is based on the participants' responses, rather than the preferences of the researcher. Dependability of the research study's finding means the study can be repeated by other researcher and the result of the finding is consistent.

The type of trustworthiness used in this study is credibility. In this study, member checking is selected as the way to ensure the trustworthiness. Member checking is process where the the participants are asked to review the transcripts of dialogues that they have participated during interview (Guba and Lincoln as cited in Shenton, 2004). The purpose of selecting member checking in this study was to make sure that their answers are suitable with the transcripts. In addition, the result of transcribing data collection from the interview were checked by the participants soon

after the transcribing process done. The member checking was done by sending the transcripts of the data to each participant. Then, there was meeting between the interviewer and participants to clarify the transcripts if there was a misunderstanding. In this study, the result of the member checking showed that all of the participants agreed with the result of their interview. In other word, they were conscious and there was not misunderstanding in answering the questions.

Interpreting Issues

The qualitative research was conducted in this study in order to find out the factors inhibiting students to read. The data was collected by interview. Although this study would be published in English, Bahasa Indonesia was used as the primary language to communicate between the interviewer and participants. Therefore, interpreting and translating activity conducted in the study were a challenging process since cross language was used in this study. Santos, Black, and Sandelowski (2015) stated that cross – language in qualitative research is complicated to transform a life-as-told from a source to a target language: to a life-as-told-as-translated and then to a life-as-interpreted-from-translation. In this study, the transcripts are interpreted and translated by the researcher, and in order to avoid the potential of reduction on the meaning during the interpreting process, the researcher is helped by her supervisor in interpreting and translating the data. To kept the originality of the meaning as close as possible and enhanced the research trustworthiness, the researcher focused on the thinking and reflection process. The original language was also used as long as

possible to avoid the limitation in the analysis (Van Nes, Abma, Jonsson, & Deeg, 2010). In this case, the researcher had a fortunate to be a native speaker of Bahasa, so that it was easier for her in understanding and interpreting the transcriptions.

The translating and interpreting process begin with reading the transcription of the data interview gathered from the participants. The next step is analyzing the transcripts to understand the messages and followed by making the data interpretations, and then elaborating the message of the transcripts and writing it into the target language.