

## **Chapter Three**

### **Methodology**

This chapter explains the methodology used in this research. It includes research design, setting and participants, instrument of the study, data collection method, and data analysis. The research elaborates the research design. This chapter also discusses the research setting and participants. The researcher describes the ways to gather the data in data collection method. Finally, the researcher describes the steps in analyzing the data in data analysis.

#### **Research Design**

The aim of the study was to find out the students' perception on their difficulties in learning English. This research purposed to investigate the students' difficulties in learning English at a state vocational high school in Central Java. This research used qualitative research approach. According to Creswell (2012), qualitative research approach offers the description of peoples' feeling, explanation, and opinion. The qualitative research allows the researcher to get deep explanation from the participants. This research explored the participants' opinion to identify their difficulties in learning English. Therefore, the researcher used qualitative approach since it is appropriate with the research purpose.

Descriptive qualitative design was adopted in this study, and it was appropriate to the research since the results of the study were explained descriptively. According to Creswell (2012) descriptive qualitative is a design that used to find out the description and interpretation in a research. Lambert (2012) stated that the aim of descriptive qualitative design is to create a complete clarification from the

individual's response. Additionally, this research found out the clarification and explanation from the students about the difficulties in learning English. Therefore, descriptive qualitative design was suitable to conduct the research.

### **Research Setting**

This research was conducted at one of state vocational high schools in central Java. The first reason came up from the informal talk to the English teachers of state vocational school that indicates the difficulties faced by the students in learning English showed by the low scores. For the second reason, the researcher conducted the research at this school due to the easy access provided by the school for the researcher to collect the data. The third reason was that because there was no previous research discussed about students' problem in learning English at this school. The data collection was conducted in July 2018.

### **Research Participants**

The researcher chose eight students of state vocational high school in central Java from second grade of high school (XII) as the participants in this research. The researcher chose third grade students of high school (XII) because they had experience for two years to learn English. Most of the students had experience in facing any problem in learning English. Therefore, after the research had been conducted the teacher still had time to help their students in learning English before having graduation.

In this research, the researcher used purposive sampling. Teddlie and Yu (2007) stated that purposive sampling is used for some kinds of research which the purpose is to accomplish the representativeness, make the comparison, focus on

particular, distinguish issues, or generate the theory from the different sources.

Therefore, the researcher used purposive sampling since this research was to find out the deep information of the distinctive issues on students' problem and strategies in learning vocabulary.

The researcher had criterion for selecting the participants. The criterion was that the students were those who had difficulties in learning English. The next criterion was that participants belonged to those categorized as participants with minimum passing grade (low), the participation with above the passing grade (moderate), and the last is participants with high score (high). The score range was given by the English teacher. The researcher asked the teacher's recommendation to choose appropriate participants for this research who met the criteria.

Eight students who met the criteria became the participants of this research. The researcher got rich data after interviewed eight participants. Cohen, Manion, and Marison (2011) stated that there is no specific number of participants for qualitative research. Therefore, eight students become the participants in this research. The name of the participants included was in pseudonym, and those names were Alfa, Betha, Caca, Dedy, Nina, Tommy, Jerry, and Renata.

Table 3.1 Participants

No	Participants	Range score	Criteria
1.	Alfa	75 – 80	Low
2.	Betha	75 – 80	Low
3.	Caca	75 – 80	Low

4.	Dedy	80 – 90	Moderate
5.	Nina	80 – 90	Moderate
6.	Tommy	80 – 90	Moderate
7.	Jerry	90 – 100	High
8.	Renata	90 – 100	High
	Passing Grade	75	

### **Research Instrument**

This research utilized interview as data instrument of this research. Cohen, Manion, and Marison (2011) stated that an interview is direct or indirect verbal interaction between two people who have detailed purposes. They also added that the purpose of interview is to gain the participants' view systematically. The researcher used the interview since the researcher wanted to get deep information from the participants. Thus, the researcher created the interview guideline as the research instrument before conducting the interview.

### **Data Collection Procedure**

There were some procedures used by the researcher to collect the data. Firstly, the researcher asked the permission to the school. Secondly, the researcher contacted the English teachers to ask permission. Thirdly, the researcher contacted chosen participants via WhatsApp to make the appointment. Then, the researcher interviewed each participant. The interview was conducted directly or face to face using

Indonesian language to avoid misunderstanding as Indonesian language was the first language of both researcher and participants. When doing interview, there were some answers which not clear enough but then the researcher asked with simpler sentences. This makes the participants answered the questions clearly. Hence, the researcher recorded the interview using mobile phone and took note important information related to the research. Each of participants need ten minutes until twenty minutes when doing interview.

### **Data Analysis**

There were some steps conducted by the researcher in data analysis. The steps used in this research were transcribing the data, member checking, and coding. For more detailed explanation, each step is explained in the following paragraphs.

**Transcribing the data.** After gaining the data, the researcher transcribed the audio to make the interview transcript. Creswell (2012) stated that changing audio into text data is called transcribing. Furthermore, Cohen, Manion, and Marrison (2011) asserted that transcribing is writing down the point that participants are said in the interview. Besides, the researcher wrote down the statements from the participants without adding anything in order to keep the authenticity of the data.

**Member checking.** After transcribing the data, the researcher conducted member checking. The researcher conducted the member checking by making confirmation of the transcript with all of the participants. The researcher asked the participants to read the interview transcript. Harper and Cole (2012) stated that member checking is an important step in qualitative research since the participants

admit the opportunity to evaluate their words for truthfulness. The result of member checking was no changes of the data.

**Coding.** In order to analyze the data, the researcher conducted the coding. According to Cohen, et al (2012), coding is a simple name that the researcher gives to text that contains of point or information. There were some steps of coding used by the researcher. Those steps were open coding, analytical coding, axial coding, and selective coding.

**Open coding.** The earliest step used by the researcher was open coding. Cohen, et al (2011) argued that open coding is the preliminary step in coding conducted by the researcher. In open coding, the researcher classified the fact found in the statement of the students. Cohen et al (2011) stated that “open coding can be performed on a line-by-line, phrase- by – phrase, sentence-by-sentence, paragraph- by paragraph, or unit- of text by –unit-of –text- basis. Then, the codes can be grouped into categories, with the categories given a title or name by the researcher” (p.561). In this part, the researcher determined the focus of the result.

**Analytical coding.** After open coding, the second step was analytical coding. In this step, the researcher translated the original statements of the participants into English. After that the researcher determined the theme from the information. Cohen et al (2011) argued that “an analytic code might derive from theme or topic of the research” (p.561). This step became more specific in labeling the point. The researcher categorized the point from the open coding. Hence, the points which had similar value were categorized in one category.

*Axial coding.* The third step was axial coding. Cohen, Manion, Marrison (2011) stated that axial coding is an activity of labeling the point which has same category into a group. After the researcher translated the students' statements and divined the theme, the researcher grouped the similar statements into the same group.

*Selective Coding.* The next step was selective coding. In this step, the researcher selected the points related to the aims of this study. Cohen et al (2011) stated that "selective coding identifies the core categories of text data, integrating them to form of theory" (p.562). The researcher determined the findings of this research based on the results in selective coding.