

Chapter Three

Methodology

The chapter provides information about the methodology used in this research. There are five sections explained in this chapter. The first is a research design in which the researcher explains the methodology used in this study. The second is the research setting explaining the place and time this study conducted. The third is the research participant, it explains the participants in this research. The fourth is the research instrument in this research which was using the interview to collect the data. The fifth is the data collection technique, and the last part of this chapter is data analysis. Several theories are also included in this chapter to support the research methodology.

Research Design

The purpose of this research was to investigate the demotivating factors at one private university in Yogyakarta. This research aimed to explore deeply about the information in the demotivating factors so that the researcher used a qualitative research method. A qualitative research method explored the information in more detail, and it also gave more explanation to understand the phenomenon. It is supported by Sugiono (2017) who stated that in the theory of qualitative method, it explores the problem, develops detail information, and makes sure to understand the phenomenon. Therefore, qualitative research was suitably adopted in this research since the researcher only wanted to investigate the demotivating factors and get in-depth data. In order to obtain rich data, the researcher asked the students who felt demotivated in joining English course. Besides, according to Creswell (2012), a qualitative approach uses more open-ended which the researcher can ask general-level questions, and the participants can shape the response possibilities.

The research design under the qualitative research method adopted by the researcher in this study was descriptive qualitative design. Descriptive qualitative research lets the

researcher provide detail-information from the participants. It is supported by Lambert and Lambert (2012) who stated that descriptive qualitative design explains a comprehensive summary of an event, and data collection of qualitative descriptive study focuses on discovering the nature of the specific events under study (p. 256). Accordingly, the descriptive qualitative design was suitable for this research since it explained the participants' experience in joining English course descriptively.

Research Setting

This research was conducted at one private university in Yogyakarta. This study was held in July 2018. For the specific place, the researcher chose four majors namely Agribusiness, Agro-technology, Accounting, and Mechanical engineering. The researcher chose three faculties because the researcher got information from the researcher's friend that there were problems in English course in those three faculties. Besides, the researcher proved that there were problems related to demotivation based on the primary informal interview. Additionally, those three faculties were non-English departments and learning English was a requirement for graduation from college which English was supplementary. In addition, the researcher wanted to get a variety of information from different places in conducting the research.

Research Participants

Four students from Agribusiness, Agro-technology, Accounting, and Mechanical Engineering Departments were the participants in this research. The participants were from batch 2015. The researcher chose the students batch 2015 because they had more experience than another batch. Then, in every level of English course, there must be a change in term of situation and subject. In addition, the researcher did not choose the 2014 batch because the students mostly have graduated and inactive in learning in University. Thus, the researcher

could get much information from them. Furthermore, the researcher chose the participants based on their score or absences in the English course.

Firstly, the researcher asked one of the students of each major to make an announcement in the social media “*Line*” containing the students who got a low score or who were often absent in English course. Then, the students who were in accordance with the characteristic were contacted directly by the researcher. The researcher did an informal interview to make sure whether they had a lack of interest in English learning, lazy in the English classroom, and ignored the teacher in an English classroom, and often skipped the English course. The first participant was a female student from the Accounting Major. She suitable with the criteria made by the researcher, and she got a bad English score. Also, she rarely came to the class. The second participant was a male student from Agro-technology Major. He is one of the students who once lost his motivation, and he got a bad English score. He also joined the course rarely. The third participant was a female student from Agribusiness Major. She rarely came to the class. The fourth participant was a male student from Mechanical Engineering Major. He lost his interest in a learning process, and he came to the course rarely.

Regarding some important things above, the interview session was conducted by the researcher in July 2018. The participants’ names were presented in pseudonym. The first participant called Yolán from Accounting and second participant called Ganjar from Agro-technology. For the third participant called Pingky from Agribusiness and the fourth participant named Andre from Mechanical Engineering.

Research Instrument

The researcher did an interview to collect the data. The researcher decided to conduct interviews to investigate the demotivating factors because through the interview the participants could express their feeling and gave detail information about their experience in

joining the English course. It is supported by Khan (2014) who stated that through the interview, it will show exclusive information from an individual in detail. Also, the researcher gave no limitation to the participants to answer, instead the research will guide the participants to answer according to the questions if the answer was out of the context.

In addition, the researcher used a standardized open-ended interview. The researcher used standardized open-ended interview because the researcher provided an interview guideline so that the interview was organized. Likewise, the researcher used standardized open-ended interview since it could reduce bias interview. In doing the interview, the researcher asked the same questions to the participants. The statement was supported by Cohen, Manion, and Morrison (2011) who explained that in a standardized open-ended interview, the questions have been provided, and all the interviewees are asked with the same basic questions in the same order.

The researcher also used some tools during the interview sessions such as interview guideline, recorder, notebook, and pen. The interview needed to be recorded because it helped the researcher to analyze the information about participants' experience to join an English course from the recorded interview. The researcher used a notebook and pen to write something important and something which was needed to be confirmed by the participants.

Data Collection Technique

In this part, the researcher explained the technique of data collection. To collect the data, the researcher did the interview. The procedures in collecting the data consisted of several steps. Firstly, the researcher settled up the interview guideline. The questions created were based on the experience in joining English course aimed to investigate the demotivating factors making the students demotivated in learning English. The researcher asked whether the students enjoyed or not in learning English. In addition, the researcher asked whether the students faced the difficulties in learning English or not. Those questions directed them to

answer the researcher's questions about demotivating factors. The interview guideline was created to make the researcher easier to organize the interview.

Secondly, after the researcher created the interview guideline, the researcher share announcement in "*Line*" to get the participants. After the researcher got the names of the participants, the researcher asked the students to be the participants of this research through "*WhatsApp*" messenger. Thirdly, the researcher made an appointment with the participants to do the interview. Then, the researcher and the participants chose the place which had been determined to conduct interviews at the participants' faculty. The researcher and the participants did an interview around 11:00 a.m. The first participant was interviewed in the researcher place at 19: 30 pm. The second participant was interviewed in the participant's place at 09:00 am. The third participant was interviewed in Taman Batu at 12:30 pm. The fourth participant was interviewed in Java market. The place and time were decided by the participants in order to make the participants feel comfortable in doing the interview. The language used in the interview was the Indonesian language because it is the participants and the researcher first language. The Indonesian language made the researcher and the participants naturally in asking and answering the questions in the interview session. The duration of the interview was around 20 minutes to answer all the questions in the interview for each participant. Therefore, the researcher considered to use the Indonesian language to avoid misunderstanding between the researcher and the participants.

Data Analysis

After collecting the data, the next step was analyzing the data. In data analysis, there were steps the researcher did namely transcribe the data, member checking, and coding. The first step was the researcher transcribed the data. In doing transcribing, the researcher changed the data from spoken to written form. Besides, transcribing is important to avoid data loss. Cohen, Manion, and Morrison (2011) stated that transcribing is a crucial step in

interviewing, for there is the potential for data loss. Thus, the researcher wrote all the information from the interview from the fourth participants, and the researcher also checked whether all the questions were asked and answered by the participants or not. After transcribing the data, the researcher did member checking.

In addition, the second step was member checking aimed to make sure that the information already obtained in accordance with the participants and for maintaining the validity of the participants' answer. According to Cohen, Manion, and Morrison (2011), member checking is a process of giving one or more questions to confirm the response of participants in answering the questions given. Besides, this was done also to make sure that the information was not fabricated and in accordance with the statements from the participants answer through the email to each participant. There was the data that changed such as the first participants, Yolán from Accounting stated that the teacher always felt boring without explanation. Then the researcher made sure about the boring means and she said that the boring teacher who always taught in same way meaning always having monotonous learning. The statement had been changed regarding the statement given by the participant.

The last step was data analysis through coding. There are four steps in doing codings such as open coding, analytical coding, axial coding, and selective coding. Open coding aimed to give a new label to a piece of text to explain and to categorize the information. The label or code was based on the researcher, and the label should be in accordance with the research which was about the external factor that makes them demotivated. According to Cohen, Manion, and Morrison (2011), for the open coding, it can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, paragraph-by-a paragraph or unit-of text-by-unit-of- text basis. Then, the codes can be grouped into categories that have been categorized, and it was based on the criteria decided by the researcher. The next step was analytical

coding. In doing analytical coding, the researcher gave more explanation and grouped were explained in descriptive codes or made translated statement from open coding. Cohen, Manion, and Morrison (2011) stated that analytical coding might derive from the theme or topic of the research. The researcher broke down the information into smaller point or unit. For the next coding step was axial coding. In axial coding, the researcher found the relation between phenomena being described in open codes and classified the similar meaning. An axial code is a category label ascribed to a group of open codes whose referents are similar in meaning (Cohen, Manion, & Morrison, 2011). The last step was selective coding. In selective coding, the researcher put all of the categories, findings, and statements of each participant in one table. The category produced the integrated study. As said in Cohen, Manion, and Morrison (2011), “selective coding identifies the core categories of text data, integrating them to form a theory” (p. 562).