

Chapter Three

Research Methodology

This chapter presents the methodology used by the researcher in conducting this study. The first discussion in this chapter is research design. The following section presents this methodology that is the setting and the participant of this research. The next section presents the data collection method that was used, and the last section is data analysis, which explains the ways to analyze the data.

Research Design

This research implemented a qualitative approach. Qualitative research has characteristic including exploring a problem and developing a detailed understanding of a central phenomenon (Creswell, 2012). In qualitative research, it is necessary to explore a phenomenon of study through the participants' perspective. In addition, qualitative research revealed the objective and research question generally based on the participants' experience (Cresswell, 2012). Moreover, the researcher used qualitative approach as the research design because qualitative approach is suitable with the aim of this research.

Furthermore, this research applied the descriptive qualitative method. The purpose of descriptive research includes describing phenomena, activities, and relationship (Meleong, 2007). Reading textbooks is considered a phenomena or an activity. The aim of this research is to find out the factors that influence the pupils of English Language Education Department to read English textbooks as perceived by students, as well as the difficulties encountered by the English

Language Education Department students in understanding English textbooks. Moreover, the researcher describes the result and the findings of this research. Thus, it is appropriate to use descriptive qualitative methods.

Research Setting

This research was conducted at a private university in Yogyakarta, particularly at English Language Education Department. There are some reasons in conducting this study in the English Language Education Department of the Islamic private university. First, some of the lecturers at the English Language Education Department of a private university require students to read English textbooks as the sources in their classroom. In addition, the lecturers used at least one English textbook or more in each course. Second, it would be easier for the researcher to gather the data and information, because the researcher is also a student of this department.

This research began in December 2018. The researcher collected the data of the research in January 2019. Then, the researcher analyzed the data in February 2019. Therefore, this research was completed in March 2019.

Participants

The participants of this research three students of English Language Education Department batch 2016 of an Islamic private university. The researcher

had some reasons in choosing the participants of English Language Education Department students batch 2016. The first reason was that the students have had more experiences in reading textbooks. The second reason was that the students from batch 2016 has acquired knowledge and inputs from several textbooks. Then, the students from batch 2016 has numerous experiences in reading English textbooks during their study in this university. In addition, three participants were chosen based on the characteristics of the students who have low, middle and high score, as they would have more information which can supply rich data for this research on both the factors and difficulties in reading in ELED. The indications are low (1,80), middle (3,47), and high score (3,87) students are from their GPA (Grade point Average). To select the participants, the researcher adopted several strategies. First, the researcher found out about the GPA of those participants from the office. Second, the name of all the participants were coded using pseudonyms (Layla, Miya, and Roger). In addition, the participants include one male and two female students.

Data Collection Method

In collecting the data of this research, the researcher used interview as the data gathering method. In qualitative research, the researcher gathers data through observing behaviors, examining documents, or interviewing the participants

(Creswell, 2009). Interview was a way to look for the information with in-depth questions. The purposes of the interview are to evaluate a person in some respect, to test or develop hypotheses and to sample respondents' opinions. Moreover, Patton (as cited in Cohen, Manion and Morrison, 2011) argues that in the standardized open-ended interview, the questions are determined in advance and the participants are asked the same basic questions and interview guide lines. For the interview, the researcher needed to design an interview protocol. Interview protocol consisted of several questions that were asked to the participants. The researcher asked the participants several questions related to the factors to read English textbooks and the difficulties in understanding English textbooks. Second, the researcher used a mobile phone to record the interview. Third, the researcher prepared a note and a pen to write down the important points of the interview.

Interview is a process to gather data by asking several questions intensively (Creswell, 2012). The researcher used interview guideline as the instrument in this research. The researcher created the instrument question in the data gathering. The questions started from general to more specific. To support the questions, the researcher created some additional in-depth questions. The additional in-depth questions helped the researcher when the participants did not give appropriate answers related to the questions.

Data Collection Procedures

The researcher contacted the participant through WhatsApp (WA) to give information about the interview process. The researcher interviewed the

participants in the campus where the participants study. Besides, the researcher used Bahasa Indonesia in the interview process because Bahasa Indonesia is more effective for the researcher to obtain the in-depth information. Meanwhile, Bahasa Indonesia makes it easy for the participants to express their feelings. Moreover, as the procedure in interview, the researcher asked the participants intensively to obtain in-depth information from the participants. The researcher prepared a note and a pen to write down the important points of the interview process. The researcher asked each participant around 30 minutes to collect the data from the participants. In the last process, the researcher analyzed the data and transcribed the data into written text.

Data Analysis

After the researcher had collected data from the participants, the researcher analyzed the data. In analyzing the data, the process covered the transcribing of the data, member checking and coding.

Transcribing the data. In this stage, the researcher transcribed the recording from the interview into written text. According to Cohen, Manion, and Morrison (2011), transcribing is the necessary stage in the interview. The researcher transcribed all of participants' answers in the interview. Transcribing data from the participants can be done line-by-line, phrase-by-phrase, sentence-by-sentence or paragraph-by-paragraph of text basis (Cohen et al, 2011). The researcher made a new label to a piece of text to describe and categorized the label

from the interviews. The researcher made a name label for the participants is participant 1, participant 2 and so on.

Member checking. After transcribing the data, the researcher did a member checking from the interview. Member checking is the stage of data analysis process to confirm the data from participants. Moreover, member checking is carried out for the validity of the data. Creswell (2007) states that in member checking, the researcher asked the participants' response to confirm the accuracy of the statement. The researcher confirmed the data that were still ambiguous from the participants through WA. The result of member checking showed that one of the participants gave additional information for some unclear statements. The first, the participant stated that "I feel difficulty to understand the textbooks". Then, the additional is the participant stated that "I feel difficulty with too high a vocab" (P3.8). After that, the researcher put the result of member checking into the transcribing.

Coding. The next stage was coding. Coding is simply a name or label that the researcher gives to a piece of text (Cohen et al, 2011). Coding is the translation of question responses and participants' information to specific categories. The researcher coded the point of the participants' response. The researcher translated the participants' responses in coding process. In addition, the researcher made categories which label all of the transcription from the participants. The stages in coding are verbatim, compaction of facts, probing, similar facts, category and report (Mahpur, 2017)

The first is verbatim. According to Mahpur (2017), the researcher translate the record into sentences. In this stage, the researcher interviewed the participants first. The researcher used audio recording as the item or facility to interview the participant. Then, the researcher transcribed the result of interview to the sentences and table. The second is compaction of facts. Mahpur (2017) argues that the purpose of the compacting of facts is to obtain the facts that had been collected. In this stage, the researcher reorganized the sentences from the transcription of data, because usually in transcribing, the data or the sentences are unclear. Furthermore, the mistake in this stage is the researcher was in haste to judgment.

The third is probing. Probing is cross-checking the data from the participants (Mahpur, 2017). In this stage, the researcher will recheck the participants' opinion that are unclear related to the questions from the interviewer. The results of probing will complete the data. The next stage is similar facts. Mahpur (2017) stated that similar facts is collecting the data with the same meaning. The purpose of similar facts is to help the researcher to put the data into the categorized topics. The next stage is categorizing the data. Categorizing the data is collection of the data on similar facts that is changed into specific topic related to the research questions (Mahpur, 2017). The last is reporting. In this stage, the researcher reported on the category that has been finished. The researcher reports the data that is related to the research question and the researcher translated all of the statement which had been grouped by the same

categories into English. Mahpur (2017), suggests that reporting covers only the important categories that answer the research.