

Chapter Three

Methodology

This chapter talks about the methodology used for this study. The points described in this chapter include research design, participants and setting of the study, data collecting method, instrument of the study, data collection procedure, and the last data analysis.

Research design.

This study used the qualitative approach as a research design. It was to help the researcher to reach the aim of the study, which is to find out student's strategies in improving their learning motivation at the English Language Education Department (ELED) of a private university in Yogyakarta. To know student strategy in improving their learning motivation. Therefore, the qualitative research design was chosen as the appropriate way to achieve the purpose of this study.

The use of qualitative research for this study was as the researcher willing to understand a situation of the theory's implementation (Cohen, Manion & Morrison, 2011). The researcher also believed that this study could acquire a deeper and more detailed understanding of a phenomenon by this qualitative method as the research design, in which this study would find out the effect of the student's strategy in improving their learning motivation. If the research objective was exploring the phenomenon under study, then it was recommended to use qualitative methods (Khan, 2014).

The Setting of the study

The arrangement of this research was conducted in ELED of a private University in Yogyakarta. As an ELED student from a private university in Yogyakarta, the researcher noticed the problem of this research happened in ELED of the private university. The reason to choose ELED of the university was that the researcher was a student from the private university, which has given the researcher a background and experience as the basis of this study, so the researcher found it easier to collect data for this study. Therefore, the ELED of a private university in Yogyakarta was chosen as a good place for this research to be held.

Participants of the Study.

Participants for this study were three ELED students of a private university in Yogyakarta. Those three students were all male, two male students from batch 2012, and one more student from batch 2015. The chosen participants were students who were still active as students because the researcher wanted to know what the students usually did as strategies in improving their learning motivation. According to Creswell (2012), in qualitative research, the number of participants can be several, ranging from 1 or 2 to 40. Because of the need to report details about each individual, a larger number could be heavy and produce shallow perspectives. Besides, qualitative data collection and data analysis require more time (Creswell, 2012). Therefore, the researchers chose three participants to collect data.

Data Collection

This study aims to determine students' perceptions of strategies in increasing their learning motivation to support their learning process as English students. Interview was chosen as a method of collecting data for this study because the interview would give the researcher clearer and deeper data about the topic of this study. By using the

interview method, each participant has a chance to share their own opinion (Kitwod in Cohen, Manion & Morrison, 2011). The interviews were conducted in one interview to provide comfort for each participant so that each participant will share their opinions and ideas unhinderedly. The interviews took 8 to 15 minutes and were recorded using a smartphone.

The instrument of the Study

To support interviews with participants, researchers prepared interview guidelines consisting of several questions for the participants. Because the interview needed to be converted into a transcript, the researcher used a recording device, which is a cellphone to record the interview process.

Data Collection Procedure

In the data collection procedure of the research, the researcher contacted each participant through the phone first to make the appointment. After making the appointment with the participant, the researcher and participant one met on Tuesday the 20th of July and had an interview for around seventeen minutes. Then, the researcher and participant two met on Wednesday the 21rd of July 2019 and had an interview around fourteen minutes. Lastly, the researcher met participant three on Friday the 24th of July and had a conversation around eighteen minutes.

Data analysis

After collecting the data from the interview, the researcher analyzed the data. Analyzing the data intended to identify and find out the answers regarding the research question. There were some stages in data analysis namely transcribing the data, member checking, and coding the data. Hence, each stage of the data analysis is explained in the following paragraph.

Transcribe the data. After conducting the interview, the first step of data analysis was transcribing the result of the interview from every participant's words, phrases, and sentences. Transcribing was useful for the researcher to know the participant's answer. Creswel (2012) maintained that transcribing the result of the interview is the procedure of translating recording or filed notes into the form of text data. Besides, Cohen, et al (2011) stated that transcribing is the process of writing down the interview from the recorder, or turning from an audio form into written text. The researcher used a verbatim technique, so the researcher wrote down all the things spoken by the participants during the interview without adding or editing anything from the data.

Member checking. After transcribing the data, the second step of the data analysis was testing the validity using member checking used to ensure the interview result. Birt, Scott, Cavers, Cambell, and Walter (2016) asserted that testing validity of the data can be done by member checking, which is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. To ensure or check validity, the researcher did member checking. Member checking involves taking data and interpretations back to the participants in the

study so that they can confirm the credibility of the information (Miller, 2000). Besides, in doing the member checking, the researcher gave interview transcripts to participants through papers containing questions to be asked. Therefore, based on the result of member checking, the result of the member checking was agreed by all participants with what had been written on the transcription, so there were no changes to the result of the interview.

Coding. The last step the data analysis was coding. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2007). There are four types of coding done by the researcher such as open coding, analytical coding, axial coding, and selective coding. (Cohen, et.al 2011). Besides, they added that coding helps the researcher to identify similar information from the participants and it also eases the researcher to get acceptable results since the information has been categorized. Therefore, for more detailed information each coding step is explained in the following paragraph.

Open coding. Open coding is a process to code important answers from the participants. Cohen, et al. (2011) open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph. Besides, the researcher gave a label to the data. According to Strauss and Corbinas cited in Cohen, et al. (2011) who indicated that open coding is generated and defined as category or phenomenon. Besides, the researchers should make a column for translated statements, themes, category and the explanation about time and place where the researcher conduct the interview.

Analytic coding. After doing the open coding, the researcher did the analytical coding. This step was how the labels from open coding were changed to be a theme. Also, the researcher selected data to make as much code as possible which could be suitable for the axial coding. For example, in each sentence which answered the research question, the researcher gave a code such as P2.2 the word P2 was the second participant, number 2 was the second research question, and another number 2 was the answer found from the dialogue. Chohen, et al., (2011) mentioned that in analytical coding, groups of the descriptive code should be explained deeper and becomes more interpretive. Additionally, they also stated that the analytical code is more than descriptive coding, and it becomes more interpretive.

Selective coding. In the selective coding, the researcher identified and integrated the categories to be well structured, systematic, and correlated to be the core of each category. Besides, the researcher selected core data from each participant from the axial coding. Besides, the data in selective coding were the most important data related to the research question because data from selective coding were the finding of the research. According to Cohen, Manion, and Morrison (2011), selective coding identifies the core categories of text data integrating them to form a theory. After conducting the coding as the process of analyzing the data, the researcher reported the data by explaining in the form of paragraphs to answer the research question in findings and discussion in chapter four.

Data Trustworthiness. The concept of trustworthiness in qualitative should have four criteria needed to be considered (Guba, 19). The first is credibility, in which data collection can be justified as the data has been in accordance with the reality. The second is transferability, which is external validity that result of the study can be

implemented at other research as the research has been done in detailed, precise and clear ways or methods. The third is dependability, which is checking the whole process of the study as the researcher has done directly a field observation to decide data resources and to analyze the data, so that the researcher could find a visible conclusion. The fourth is conformability, which is testing the result of the study related to the research process that the result has been agreed upon by whoever involved in the study. These four elements should be confirmed to justify the data trustworthiness, so that the result of this study can be fully trusted.