

Chapter Three

Research Methodology

This chapter discusses the method used by the researcher in examining students' demotivation and students' demotivating factors in learning English in a vocational high school in Yogyakarta. This chapter consists of research design, research participant, research setting, data collection method, data collecting procedure, and data analysis. In research design, the researcher explains what kind of research design that was used by the researcher. The research participant section aims to elaborate the participant of the research. The research setting gives the information about where and when the research was conducted. In data collection method, the researcher reveals how the data were obtained. Data analysis describes the way the findings were analyzed.

Research Design

This research used qualitative approach. The researcher used qualitative approach, because the researcher wants to gain deep information from the participants. The method under qualitative research design adopted by the researcher was phenomenological research. Phenomenological research is a design to investigate an issue coming from philosophy and psychology in which the researcher describes the lived experiences of individuals about a phenomenon as described by participants (Creswell, 2012). Creswell also stated that this description culminates in the essence of the experiences for several individuals who have all experienced the phenomenon. This design has strong philosophical contributor and typically involves conducting interviews (p. 45).

In addition, the kind of phenomenological research used by the researcher was descriptive phenomenological research. Descriptive phenomenology refers to the study of

personal experience and requires a description or interpretation of the meanings of phenomena experienced by participants in an investigation (Mariwilda, 2015). The goal of phenomenological research is to “construct” the studied object according to the own structures and components (Ponce, 2014). In addition, Cohen, Manion, and Morrison (2011) stated, “Qualitative data analysis involves organizing, accounting and exploring the data, in short, making sense of data in terms of participants’ definition of the situation, nothing patterns, themes, categories and regularities” (p. 537). Phenomenological research design was appropriate to be applied in this research, because the researcher wanted to know the detail information from students and permitted students to explain and tell his or her story about students’ demotivating factors in learning English. Therefore, by applying descriptive phenomenological research helped the researcher to answer the research question which is about students demotivating factors, it also allowed the researcher to gather deeper data from the participants.

Research Setting

The research was conducted at one of vocational high schools in Yogyakarta. The researcher chose this school, because this school is one of the favorite schools in Yogyakarta that focuses in art subject as the main subject. Therefore, this school has become one of the famous vocational schools in Bantul and Yogyakarta and got “A” for the accreditation. Furthermore, this school also provides a good education facility to support students in their learning process, such as a good classroom, a good laboratory and also qualified teachers. In addition, the researcher conducted an informal interview with one of the English teachers from this school to discuss about the students’ demotivating factors in learning English, and the result proved that there were students who demotivated in learning English in the classroom. This situation make the researcher curious to investigate what is actually happens with the students in this school. They have a good Facility in study but they not really interest

with English course. From the problems, the researcher was interested in finding out students' demotivating factors in learning English. This study was done from October until November 2018 (one month over a week).

Research Participants

The participants of this research were three students of a vocational high school in Yogyakarta. The researcher thought that three students were enough, and in qualitative design, number of participant was not really important as long as the data required had been fulfilled. It was related to Creswell (2012), who stated that qualitative research might use small sample size meaning that there is no definite number of the participants. Hence, this number of participants represented the information of the data.

Moreover, the researcher only chose the students in the third-grade in first semester as the participants. It was based on the information from one of the teacher in one vocational high school in Yogyakarta during the informal interview. The teacher stated "The students who are now in the third-grade have low motivation in learning English, because they get lot of exposure especially when they have to deal with a lot of assignment for art subject, and they are not enthusiastic in learning English".

In determining the participants, the researcher conducted the interview with the English teachers. Besides that, the researcher also experienced in teaching the students in one of vocational high school in Yogyakarta during the internship program. Hence, the researcher asked the English teacher in order to get the information to choose some students from third-grade and to give additional information about which students were considered having problem related to motivation in learning English. Finally, the researcher chose three students to become the participants in this research.

The participants' names were presented using pseudonyms. Pseudonyms were used to protect the privacy of the participants. Pseudonyms were useful for the researcher to hide the participants personal information that was not related to the study. The participant was female student named Sahira. The second participant was male student named Luthfi. The third participant is female student named Sajjadia.

Based on informal interview with one of the English teacher at one of vocational school in Yogyakarta and based on what the researcher know about the student. The researcher chose Sahira, Luhtfi, and Sajjadia as the participants in this study. The reason why the researcher chose them is because Sahira was an active students in classroom but lazy to deal with the assignment. After that, Luthfi, he was active talk but not really care with the teacher. Lastly, Sajjadia, she was quite silent and not interest with English course.

Data Collection Method

This research used interview in gaining data from the participants. The researcher believed that the best instrument to gather the data is by interviewing the participants. The researcher could dig more information to the participant by the interview. According to Cohen (2011), the interview is a flexible tool for data collection; it has better control on the types of information received because the interviewer can ask specific questions to elicit the information. The interviewer could ask for complete answers but also for responses about complex and deep issues. The interview was useful to collect rich and valid data.

Semi-structured Interview was chosen by the researcher for this study. This type of interview is useful to conduct a flexible interview context. There are many advantages using semi-structured interview. The researcher could not randomly ask the question and could freely add questions during the interview. This is supported by Cohen (2011) who stated that the interview could not be used as a straight way to collect the data; the researcher used

followed up questions to avoid misunderstanding of information. The researcher could also change the order of the questions as he wants to make a nice situation for the researcher and the participant.

Before the researcher conducted the interview, the researcher requested a letter of introduction from Muhammadiyah Yogyakarta University to submit a letter of application to the Yogyakarta education office as a condition of conducting research at an institution. After all the letters were completed, then the researcher started to conduct the interview in one of vocational school in Yogyakarta with the duration was about 15 up to 20 minutes for every participant.

The researcher used Indonesian language during the interview in order to make the researcher easier in gaining more information from the participants. It was because their mother tongue was Indonesia language, and it would make them comfort in answering the questions. The researcher used audio recorder in smartphone as an instrument to collect the data. The audio recorder was beneficial for the researcher to get all the participants' answers that might be too difficult to be remember. The researcher used a recorder in the process of interview, so the sentences, idea and information were fully transcribed. This made it easier for the researcher to obtain the information and to meet the answer of the research question.

Data Collection Procedures

To collect information, the researcher planned data collection procedures. The data collection took several steps. The first step was the researcher found three students who have the two criteria to be the participants of this research based on the lecturer recommendation. So, the first thing that the researcher did was asking the recommendation from the lecturer. Then, the lecturer gave the three names of an active students. The three students then were asked for their willingness to participate in the study. After that the researcher asked for the

willingness of the participant to participate in this study. After getting the student's approval, the researcher started to arrange the date of the interview. The first interview was done in one of coffee shop in Bugisan in 13 minutes for Sahira. Second interview was done in one of coffee shop in Bugisan in 10 minutes for Luthfi . The third interview was done in one of coffee shop in Bugisan in 12 minutes for Sajjadia .

After conducted the interview, the researcher transcribed the data which has been obtained from the participants. Another step after transcribing the data was member checking. It was needed for the researcher to clarify the information given by the participants. The researcher returned the transcription to the participants and there is no change information. Then the researcher analyzes the data used coding.

Data Analysis

After conducting the interview, the researcher did data analysis. There were three steps in analyzing the data. The steps were transcribing the data, member checking, and coding. The first step done by the researcher in analyzing the data was transcribing. In this study the researcher used verbatim transcription. Verbatim transcription captures both verbal and non-verbal component of the discussion being transcribed (Cohen, 2011). This makes the task more complete. The researcher transcribed the interview result. The researcher transcribed all of the data from the interview that was conducted before.

When all the data were gathered, the researcher did member checking to check the validity and the reliability of the data. In doing the member checking, the researcher met the participants to ask the congruity of interview transcription. The researcher gave the transcript of the interview to be checked by the participants. The aim of member checking was to make sure that there was no addition or deletion of the information. The member checking was considered finished if the participants agreed about the data transcription. Frankel and Wallen (2003) stated that member checking means asking participant to review the accuracy of data.

The result of member checking was no change of the transcribing data. All of the participants agreed with the information transcribed by the researcher.

After the participants confirmed the validity and the accuracy of the transcription, then the last step of analyzing the data was coding. Coding was used to categorize the finding of the interview into several themes and topics. Hancock and Algozzine (2006) stated that the analysis begins by labeling or giving codes in every item of data so that the researcher can identify differences and similarities between all the different items. Furthermore, Gibbs (2007) said “a code is simply a name or label that the researcher gives to a piece of text that contains an idea or a piece of information” (p. 559). Coding or labeling was divided into four steps which were an open code, an analytic code an axial code and a selective coding. Open coding is an expanding procedure that quantities of an original text are interpreted into small segment. In doing open coding, the researcher labeled the topic answering the research question. After that, the researcher did analytical coding in which the researcher translated the sentences into English. Next, the researcher did axial coding. Axial coding serves to refine and differentiate concepts that are already available and divides them into categories. In selective coding, the researcher codes the categories, notes, memos, networks and diagrams so far developed. Then the summary reached into many pages of finding. The researcher reported the data by describing in the form of words, sentences, and paragraphs to answer the research question of this research.