

## **Chapter Three**

### **Methodology**

This chapter discusses the methodology used by the researcher in this study. Besides, this chapter explores how to conduct and collect the research data. There are five parts of methodology namely research design, research setting, research participants, data gathering technique, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

#### **Research Design**

The aim of this study was to find out the students' problems in learning grammar at an English course in Yogyakarta based on the teachers' perspective. This research examined deeply about the students' problems' in learning grammar. This research used the qualitative research approach in gathering the data. Creswell (2012) stated that the qualitative research is to explore a case and give clear information of a phenomenon. Therefore, qualitative research was appropriate for this study to gather the data of the teachers' perspective towards the students' problems in learning grammar. Besides, the qualitative research focused on investigating the activity, answers, and habit so that the researcher should pay attention to the participants' reaction.

#### **Research Setting**

This research was conducted at one of English Courses in Yogyakarta as a setting of this study. The researcher exercised the research at that course owing to that fact that the course had a grammar class more than one class. Automatically, this course had more than one of teachers who had taught grammar. This course also had a different level of time in each program of grammar. There was a regular program which was taken for two weeks, one month and three months. The one month class program became the sample for the data collection in this research.

The regular program was not taken as a sample because it had a limited time to give or explain the material to the students. As the reason, there were some materials which had not given the explanation of the grammar material broadly to the students. The program of three months was also not taken because the researcher needed the opinions from all teachers who had taught grammar. In the program of three months, it consisted only two teachers who had taught the grammar class. Therefore, the participants also said that to explore the problem in learning grammar towards the program of one month was enough because there were four materials taught in this course.

Based on the syllabus at this course, there were four grammar material topics taught in the program of one month such as parts of speech, sentence, tenses and WH and yes-no question. The participants said that in each of those materials, they faced their own problems in teaching and learning process. Besides, one month class program of this course had a process of learning and teaching grammar more in-depth, clear, and detailed. Based on the statement mentioned, it had longer time and various materials for the students to learn than two weeks class program called as regular class program. Automatically, the teachers also had known their own students more closely and the problems faced by their students in learning grammar. From the problems mentioned, it could help the researcher to collect in-depth and complete data towards the problems of the students in learning grammar. Moreover, this research was conducted in November, 2019.

### **Research Participants**

This study involved the teachers in one of English course in Yogyakarta as the participants of this research. There were five teachers who taught grammar in this course, but the researcher invited only four teachers to be the participants because only four teachers who had taught grammar in the program of one month class. Besides, they taught grammar five days in a

week. Also, they taught in the different classes so that they had different students who allowed them to face more students with the different problems.

The first participant was Rahmat. He is twenty nine years old. He graduated from one of the universities in Semarang, Central Java concerning on the chemistry education as the bachelor degree. He was once served as the coordinator of the grammar teacher at one of the English language courses in Pare, Kediri East Java. He started teaching English grammar in 2015 to 2018 at one of English courses in Pare. Then, he taught grammar at one of English courses in Yogyakarta.

The second participant was Dinda. She is twenty four years old. She is a bachelor degree. She had taught grammar for seven years at one of English courses in Pare, Kediri and one year at one of courses in Yogyakarta. At this time, she teaches English grammar at one of English courses in Yogyakarta.

The third participant was Beni. He is studying at one of university in Yogyakarta to finish his masters' degree program. He once taught grammar in Pare, Kediri East Java for ten months before he moved to teach grammar at an English course in Yogyakarta.

The last participant was Gatot. He graduated from a university in Jakarta. He once taught grammar in three different places before. For the first time, he taught grammar in one of the English courses in Pare, Kediri, East Java. Then, he moved to Depok, West Java to teach grammar for six years. By involving those grammar teachers who had various experiences in teaching grammar, the researcher could gather in-depth and complete data.

### **Data Gathering Technique**

This research used an interview as a technique to collect the data. Cohen et al. (2011) stated that in order to gather complete and rich data, interview is available to use. Through interview, the researcher can find out information deeply because there are no limited answers

for the participants in conducting the interview. They also added that the participants are able to develop their answers. Regarding the statement mentioned, this study aimed to ask the opinions of the participants towards the research topic in order to obtain in-depth and complete data as the research results. Cohen et al., ( 2011) also said that the interview is able to force the participants' responses not only in spontaneous information but also complex and deep information. In addition, the interview used Indonesian language as to ask the questions to the participants during the interview. The reasearcher used Indonesian language in conducting the interview because it is the native language of the participants and the researcher. By using Indonesian language, it could ease each participant to explain their opinions freely. Besides, the participants felt to answer the questions because they know what they had to say through their own mother language. Therefore, using Indonesian language was able to help the researcher to explain all of provided questions in detail to each participant of this research.

The instrument of this research was interview guideline. Interview guideline consisted of some questions about this research topic. This interview guideline contained some questions to be asked to each participant in order to obtain the valid data. The researcher interviewed the participants alternately. Following this, each participant spent around 15-20 minutes to answer all questions in the interview session. Hence, the researcher recorded the interview process with the participants using the audio recorded on the researcher's smartphone.

### **Data Analysis**

After collecting the data through the interview, the next step was analyzing the data from the participants. Analyzing the data intended to identify and find out the answers regarding the research questions. 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 paragraphs.

**Transcribing.** The first step of data analysis was transcribing the result of the interview from every participant's words, phrases, and sentences. According to Jefferson (2004), transcribing is something that should be prepared by the researcher for analysis data. Besides, Creswell (2012) added that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. Besides, transcribing is a process data analysis where the researchers represent the translation from oral form into written language form. According to Cohen et al., (2011), transcribing the data is listening to the participants' recording and writing down all the participants' statements or answers. In addition, the researcher used a pseudonym such as Rahmat, Dinda, Beni, and Gatot since the researcher intended to keep personal information of the participants. Allen and Wiles (2016) asserted that a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy.

**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 results. Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity or member checking 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. According to Creswell (2012) the validity of the data in interview can be ensured by doing a member checking. Besides, Morse and McEvoy (2014) explored that member checking defined as returning back the transcribed interview to the participants and asked those participants if the answers represented their thoughts. The researcher reached back the participants through social messenger by sending the transcript file to those three participants to avoid any misunderstanding. All three participants confirmed that the data sufficiently represented the interview, and there were no any other additions for the answers towards the interview.

**Coding.** The last step of data analysis was coding. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2007). The code is a transition process between data collection and wider data analysis. The statement mentioned was in line with Creswell (2012) who said “coding is the process of segmenting and labeling the text to form description and broad themes in the data” (p.243). In addition, Cohen et al. (2011) mentioned that there were four steps in doing coding such as open coding, analytical coding, axial coding, and selective coding. Therefore, the researcher used four steps of coding such as open coding, axial coding, and selective coding. For more detailed information each coding step is explained in the following paragraphs.

***Open coding.*** The first step of coding was open coding. Open coding is a process to code important answer from the participants. A code in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data (Saldana., 2009). Open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph (Cohen, Manion, & Morrison, 2011). Besides, open coding is the process when the researcher appends a simple label in a piece of text which aims to define and classify the transcribed data based on the participants’ answers. For example, in each sentence which answered the research questions, the researcher gave a code such as P.1.1. The P word was the first participant, number 1 was the first research question, and another number 1 was the answer found from the dialogue.

***Analytical 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 theme. Also, the researcher selected data to make as much code as possible which could be suitable to the axial coding. Cohen, et al., (2011) mentioned that in analytical coding, group of the descriptive code should be

explained deeper and becomes more interpretive. Besides, the researcher gave a descriptive code to each key sentence in each sentence. Additionally, they also stated that analytical code is more than descriptive coding, and it becomes more interpretive.

***Axial coding.*** The third step of coding was axial coding. In axial coding, the researcher classified the similar meaning of the label. Cohen, Manion, and Morison (2011) maintained “Axial coding is a category label ascribed to a group of open codes whose referents were similar meaning” (p.561). In axial coding, the researcher looked for some words with the similar meaning and grouping for each similar meaning.

***Selective coding.*** The last step of coding was selective coding. According to Cohen, et al., (2011), selective coding identifies point category and collected them to the related theories. Selective coding explores whether the data from axial coding is appropriate to answer the research questions or not. The researcher looked into axial coding and selected the categories which one was appropriate to be used in selective coding. For example, the researcher summarized the sentences in axial coding and turned them into better sentences to be more appropriate to be used in selective coding and answer provided research question. After conducting the coding in data analysis, the researcher reported the data by explaining in the form of paragraphs to answer the research questions in finding and discussion especially in the chapter four.