

Chapter Three

Methodology

This chapter presents the methodology used in this research. This chapter presents research design, research setting, and research participants. This part also presents data collection procedure. Last, this chapter also discusses data analysis.

Research design

This study aims to find out the students' perception on the advantages and challenges of using poetry in English learning. Based on those objectives, the researcher used a qualitative research method. Cresswell (2012), suggested that qualitative research can ease the researcher to address and explore the problem in order to get deep information. In addition, the qualitative method can gain deeper information and easy to understand for the researcher when got the data from the interview. Nassaji (2015), added that qualitative research can give a rich data, including participants behavior, thought, and perspective. By conducting qualitative method, the researcher gained new information about students' perception who has joined literary appreciation class. Using qualitative research helped the researcher to describe the information in research which is more specific and detailed.

The researcher used a descriptive qualitative design. The researcher used descriptive qualitative design to get pure data from the participants. According to Sandelowski (2000), descriptive qualitative, especially to gain honest and large

answers to questions that people respond. Based on Hancock (1998), descriptive qualitative tries to develop a comprehensive understanding of how to describe the phenomenon and characteristic in order to be more specific and detailed. Therefore, the researcher applied the qualitative descriptive design to describe the student's experiences.

Research setting

In research setting, the researcher chose the setting of place and setting of time for getting data which is related to the research. This research was conducted at ELED of private university in Yogyakarta. The reason why this research was conducted at ELED of private university in Yogyakarta was because the researcher had taken literary appreciation class. Then, the researcher got an access to observe English learning through poetry as material in literary appreciation class. Based on the researcher's observation, the researcher found some students who showed that they had lack of motivation in learning English through poetry in literary appreciation class. From the statement mentioned, it showed that the students' had difficulties in writing poetry dealing with diction or words uses in poetry. Besides, the researcher would like to know the students' perception on the use of poetry in English learning at ELED of private university in Yogyakarta. The interview was conducted at a ELED of private university in Yogyakarta at the end of August. The researcher took approximately 15 minutes to interview the participants.

Research Participants

The participants of this research were students in ELED of PUY. There were certain criteria required to choose the participants. Firstly, the participants must be students' of ELED of PUY who have taken literary appreciation course. So, the students have experience in creating poetry and may have learned some aspect in learning poetry. Secondly, the participants were taken from the students' who have high and low grade. Before the researcher chose four participants, the researcher has asked for recommendations from the lecturer and received eight names after the researcher contacted them through WhatsApp the participants which were willing to conduct the interview were four participants.

The participants were taken from the Literary Appreciation class in the even semester of 2018-2019 at ELED of private university in Yogyakarta. The reason in choosing students who joined literary appreciation class in the even semester year 2018-2019 is because they recently took the course in the previous semester; it is hoped that they have fresh memory about literary appreciation course. These criteria were chosen as the consideration for the researcher to get the valid, specifics and detailed data. Therefore, they gave more complete information that is useful for this research.

Then, the researcher chose four participants and divided them into two categories that have a high and low grade in literary appreciation class. The participants' name of the research changed into pseudonyms to protect them; A pseudonyms was used in this research in order to maintain the participants' confidentiality and keep personal information of the participants. Seuss, (2012) stated that a pseudonym is unreal name which is often used by the researcher or writer to personally keep the participants' privacy. The pseudonyms were named Tini, Tono, Tiwi and Tati.

The first participants who have low grade is Tini; her gender is female and the duration of the interview was 23.12 minutes. The second participants who have high grade were male named Tono, and the duration of the interview was 14.16 minutes. The third participants who have high grade was female named Tiwi, and the duration of the interview was 11.50 minutes. The four participants who have low grade were female named Tati, and the duration of the interview was 09.24 minutes. The reason why the researcher chose students with high and low grade was because the researcher wanted to get difference perception from the participants. It is known by having both students with high and low grade the researchers' got more variety of perception and a lot of data.

Data Collection Method

In this part, the researcher used the interview as the technique to collect the data. The purpose of the interview is to collect the data from the participants

including their belief, point of views, and experience. According to Kvale, (1996) “one conducts interviews with as many people as necessary in order to gain the information’s figure out”(p.101). It means the researcher should look for as much information as possible in order to obtain the valid data. According to McNamara (1999), interviews are particularly useful for getting the story behind the participants’ experience. Through the interview, the researcher gave a question related to the information necessary for this research, then the participants provide information freely depends on their experience.

The researcher conducted the interview by using *Bahasa Indonesia*, so the participants can answer the interview question easily because *Bahasa Indonesia* is the mother tongue of both the researcher and the participants. This avoided misunderstanding between the participants and the researcher. Furthermore, by using *Bahasa Indonesia*, the interview process became more comfortable and unambiguous for both the participants and researcher. So, the interviews used *Bahasa Indonesia* to easier the researcher to understand the data.

Data Collection Instruments

For the research instrument, the researcher designed an interview guideline as one of the data collections instruments for this study. The interview guideline consists of some questions which are divided into several categories. Patton in Cohen, Manion, and Morrison (2012) stated that the characteristic of interview guideline is structure and all interviewees are asked the same basic questions in the

same order. Then, the researcher used semi-structured interviews are much more time-consuming than structured interview, because of requirement a lot of information to collect data. In addition, semi-structured interviews are based on open-ended questions. According to Mathers, Fox, and Hunn, (1998) with semi-structured interviewing, the open-ended nature of the question defines the topic under investigation, but also provides opportunities for the interviewer and interviewee to discuss some topics in more detail. the researcher used note to help them in formulating follows up the question during interview.

Generally, In the interview guideline the researcher designed question related to the research. According to Jacob and Furgerson (2012), when the first time qualitative researchers use interview guideline to assist them in collecting data. In addition, they also said that interview guideline become not only a set of question, but also a procedural guide for directing a new qualitative researcher through the interview process. So, the researcher made an interview guideline related to this research. Then, the researcher used the interview guideline approach because the researcher wants to know the specific advance information from the interview.

The researcher chose open-ended items in order the participants explain more about the information clearly. According to Cohen et al. (2011), open-ended questions are flexible and allow the researcher to get all the information clearly. The researcher made the interview question as an open-ended question. Hoepfl

(1997) stated that research problems tend to be framed as open-ended questions that supported the discovery of new information's. Using open-ended for interviewing the participants to respond freely to the interview question. Furthermore, the data collection process, the researcher recorded the interview to easier in analyzing the data because the researcher wants to restraint from misunderstanding to the participant if any mistake when researcher conducting the interview. The researcher used a smartphone and paper to take notes of the conversation during the interview session. According to Jong and Jung (2015), while audio-recording is the preferable choice for those involved in collecting linguistic data, taking notes is another option to reconstruct the interview. This statement support by Mathers, Fox, and Hunn (1998) who said that to conduct interviews, the researcher must record all answers carefully, distinguishing between a question which only allows one answer and multiple-response question. Any verbatim answers need to write down as accurately as possible.

Data Collection Procedure

For the data collection procedure, there were some procedures used by the researcher to collect the data. Firstly, the researcher made the interview guideline. The researcher made the interview guideline based on the topic of this research. Secondly, the researcher contacted the lecturer to ask for 4 recommendations for the participants who have high and low grades. Then, after lecturer gave four names as the recommendation, the researcher contacted the participants

personally. Once they agreed to become the participants, the researcher made an appointment and conducted the interview.

In addition, the researcher started doing the interview. The interview was conducted at ELED of PUY. The researcher interviewed the participants one by one in different time. The interview was conducted approximately 15 minutes. For each participant one was 23.12 and the second participant was 14.16 and the third participant was 11.50 and the fourth participant was 09.24. The researcher used *Bahasa Indonesia* in the interview to avoid misunderstanding between the participants and the researcher. The researcher interviewed the participants by asking question related to the topic of this research. Then, after introducing the topic to the participants to make the participants not feeling confused to the question, the researcher began interviewing them and recorded their answer by using mobile phone recorder while taking notes the point from the participants answers during interview. According to Jong and Jung (2015), while audio-recording is the preferable choice for those involved in collecting linguistic data, taking notes is another option to reconstruct the interview.

Data Analysis

To analyze the data, the researcher used coding as the data collection. After the researcher conducted the interview with the participants, the researcher transcribed the data as the first step of data analysis. The researcher transcribed the data from recording to text form. After that, the researcher did a member checking

as the means of achieving validity. In this section, the researcher contacted the participants back to confirm the transcription of the text. Then, when the researcher had sent the transcription through e-mail, the responses of all the participants were being agreed and confirmed the interview data. After the participants confirmed the interview data, the researcher analyzed the data using coding. According to Cohen, Manion, and Morrison (2011) there are some types of coding, and those are open coding, analytical coding, axial coding, and selective coding.

In this research, the researcher used three types of coding namely open coding, axial coding, and selective coding. Cohen et al (2011) stated that an open coding is simple a new label which the researcher attaches to a piece of text to describe and categorize the piece of text, in open coding; for this stage, the researcher categorized the answer of the participants. From the answers of the participants, the researcher made some categories. After that, the researcher did an axial code. An axial coding was “a category labels a scribed to a group of open codes whose referents (the phenomena being described) are similar in meaning” (Cohen & Morrison, 2011, p. 561). In the axial code, the researcher categorized labels into groups based on the phenomena being described. Then, the researcher would be to talk about relating with the first several categorize for constructed the theoretic formulation which more widely. The last step is selective coding; the researcher takes to identify the result obtained in axial coding then compile it into one sentence to make a theory. In this section, the researcher figured out the core

of variable that includes all of the data. Then, the researcher reread the transcripts and selectively coded any data that relates to the core variable the researcher had been identified. These steps were done in order to answer the research question and develop a deeper analysis.