

Chapter Three

Research Methodology

This chapter explains the methodology used for this research. This chapter presents five parts. The first part discusses the research design used in this study. The next part presents setting and participants of this research. Then, the next part discusses data collection and reasons of choosing the method. After that, this part discusses the data collection procedure. Finally, data analysis is to verify the data at the end of this methodology chapter.

Research Design

The aim of this research was to find out the students' perception on the use of authentic materials in writing class at EED UMY. This research applied qualitative method in gathering the data. Qualitative research methodology was suitable for this research because this research discusses the students' perception on the use of authentic material in writing class. Creswell (2012) stated that qualitative research will be appropriate to be employed when it will identify research participants' opinion, believe, or even perception. Similarly, Cohen, Manion and Morrison (2011), argues that qualitative data is organizing, accounting for, and explaining the data in order to make sense of data in terms of participant's definition of situation, nothing patterns, themes, and categories. Hence, this method can be used to collect the data and answer the research questions.

In addition, this research used descriptive qualitative to analyze the data. According to Cresweel (2012), description is a detailed rendering of people, places, or events in a setting in qualitative research. It means that through this method, it allows the reseacher to describe about people, place, idea or perception based on the

participant understanding of social phenomena. This in line with Ritchie and Lewis (2003) who argued that the essential purpose is to explore and describe participants' understanding and interpretations of social phenomena in a way that captures their inherent nature. Therefore, in this research, descriptive research method can be used to describe a situation that occurs in the environment.

Research Setting and Participant

Setting. In this part, the researcher explains the setting of place and setting of times of this research. The researcher chooses to conduct the research in English Education Department of Universitas Muhammadiyah Yogyakarta. There were three main reasons why the researcher chooses EED of UMY as the setting of place of this research. The first reason why the researcher chooses EED of UMY was the lecturers of EED of UMY use authentic materials as their teaching media. The second reason was the students of EED of UMY are exposed to the use of authentic materials in their learning activities. The last reason was both the lecturers and the EED students have an experience in using authentic materials. Therefore, choosing EED of UMY was suitable place to conduct the research.

The next one is the setting of time. Determining the time of the research also has an important role. In this research the researcher conducted the research in academic year 2015/2016 in 20th March to 20th April 2016.

Participant. The participants of this study were English Education department students' of University of Muhammadiyah Yogyakarta (UMY). The researcher involved students from English Education Department batch 2014 as the participant. The researcher chooses them because the researcher believes that the students' batch 2014 had ever got the knowledge through using authentic materials in writing class in

which they have abundant information which is suitable to the study. Students batch 2014 probably join some course that use authentic materials as their learning media for example, basic academic reading and writing, academic writing, Capita Selecta on Grammar course, interpretative reading and argumentative writing , reading and writing for career development. These courses used authentic materials as their learning media. In addition, the reason why the researcher choose this batch it was because, students batch 2014 have a factual or current information about authentic materials.

In deciding the number of participant to be interviewed in this research, the researcher entrusted to the theoretical saturation. It was because theoretical saturation help the researcher to get the beneficial information from the participants with an ideal number of target of the participants. Theoretical saturation is the general rule in determining the number of the respondents, in which there is no new data or theme from the interview, the interview can be stopped (Lewis, 2003). Based on data gathered from four participants the interview was stopped to until the fourth participants, as the data are considered enough to answer the research questions. Moreover, the researcher used convenience sampling in conducting this research. Convenience sampling is the researcher selects participants because they are willing and available to be studied (Cresswell, 2012, p. 145). The researcher choose the respondents who are available at that time and also is willing to be interviewed and to share their ideas. Participants of this research were four students of English Education Department batch 2014. One male and the rest are three females. The age range was about twenty up to twenty three years old. Their level of proficiency is intermediate. All of those students have used authentic materials as their learning media, such as by using advertisement, novel, newspaper, song, movie or film.

Data Collection Method

This study focused on the students' perception on the use of authentic materials in writing class. The data collected via semi structured interview. Open-ended question was applied in this research, because it allows the participant to share their idea or experiences. Open-ended question also gives advantages. Creswell (2012) argued that, "open-ended question provides useful information when you cannot directly observe participants, and they permit participants to describe detailed personal information" (p. 218). In this interview, the researcher chooses one-on-one interviews. One-on-one interview was applied as a type of interview, which Creswell (2012) described as "an ideal for interviewing participants who are not hesitant to speak, who are articulate, and who can hare idea comfortably" (p. 218). The reason why the researcher chooses interview technique was because through these kinds of interview, the participant can share their perception or idea on the use of authentic materials in writing class. The instrument of this research in conducting one-on-one interview were an interview guide line, the recording and note. The content of interview guide line was several questions that given to the participants in order to answer the research questions. The questions were about students' understanding toward authentic materials, then, students' perceptions on the significances of using authentic materials in writing class, and the difficulties they faced in using authentic materials in writing class.

The first question was related with the first research question, it was about the students understanding toward authentic materials. This part includes several points, for example, the definition of authentic materials, then, kinds of authentic materials. The second question will be about the significances of using authentic materials. The participants given a question dealing with the significances that they get after using

authentic materials in their writing class. The last question were about the difficulties in using authentic materials. In this part, the question was about the students' opinion regarding about the use of authentic materials in their writing class.

Data Collection Procedure

In conducting the research, the researcher used descriptive qualitative. It means that the researcher did some interviews to the participants. To get in touch with the participants, the first step was the researcher will contact the participant through SMS, E-mail or Whats App depends on participants' availability. Then, the researcher make an appointment to do the interview and also make an agreement to decide the time and the place to done the interview. The interview conducted in UNIRES (University Residence) or around UMY depending on the participants' availability. It was because these places were reachable. After that, the researcher arranged the schedule to interview with the participant. The interview were around ten to fifth teen minutes for each participant. In conducting the interview, the language that the researcher prefers to use was Indonesia. There were two main reasons in choosing this language, the first one was the participant is an Indonesian, so the questions easier to understand by the participant. The second one was the researcher will be easier in excavate the information from the participants.

Data Analysis

After collecting the data by conducting the interview, the next step was to analyze the data. The purpose of this research was to find out the students' perception on the use of authentic materials and conjugate the data in order to answer the research questions. There were several steps in analyzing the data. The steps belong to transcribing the data, member checking and coding the data. The first step was to

transcribe each interview which is conducted from each respondent. Creswell (2012) argued that transcription is the process of converting audiotape recording or field notes into text data. The researcher used a recorder on behalf to record the process of interviewing. Word, phrases and sentences spoken by the respondent will be transcribed. After transcribing the data, the next step was member checking. Member checking is a step which is after the researcher transcribes the result of interview then the researcher gives it to the participants in order to make sure the transcribe is correct and also to find out whether the data is valid or not. The next step was coding the data. Coding is a process conducted after reading the data. Coding is a deciphering or interpretation of data and includes the naming of concepts and also explaining and discussing them in more detail (Bhom, 2004, p. 270).

There were three types of coding, the data that may be partially considered as phases in the research process – open coding, axial coding and selective coding”. The first one was open coding, it was a process which is discussing, identifying, categorizing and their properties become the basis for sampling on theoretical grounds. The second was axial coding, it is a middle stage of coding whereby in a very short textual fragment in a detailed analysis but in a larger extracts of whole text. In axial coding, categories were related to their sub categories, and the relationships tested against data. Also, further development of categories took place and one continues to look for indications of them. The last step was selective coding. It is the process by which all categories are selected only the "main" category and categories that need further explication are filled-in with descriptive detail and should answer the research questions. This type of coding was the last part of a study (Corbin and Strauss, 1990).