Chapter Three

Methodology

This chapter talks about the methodology used for this study. There are several points discussed including research design, participants and setting of the study, data collecting method, instrument of the study and data analysis.

Research Design

To help the researcher achieve his purpose for the study, which were to find out methods used by non-English department students to improve their vocabulary mastery, to know problems Non-English Department Student face in improving vocabulary mastery, and to know solutions in solving Non-English Department Students problems. The researcher used qualitative approach as research design. The researcher, to seek students' opinion, used qualitative research. Creswell (2012) said that a qualitative research study was needed to explore this phenomenon from perspective of distance education students, which means that phenomenon was learning process. This study specifically used descriptive qualitative research for the research design. Based on Elliott and Timulak (2005), descriptive qualitative research had a feature of emphasis on understanding phenomena in their own right rather than from some outside perspective. This kind of research design was suitable for this study because this study aimed to know a phenomenon, which were the methods used by non-English students department students to improve their vocabulary mastery, problem faced by non-English students department students to improve their

vocabulary mastery, and solutions that non-English students department students take to solve their problems.

Participant of the Study

      Participants. This study had four students as the participants. The participants were non-English department students at a private university in Yogyakarta and they had taken English course during studying in their department. Every participant was interested in learning English, especially in improving vocabulary mastery. Two students were from Accounting Department batch 2014 and two students were from Communication Department batch 2014. Participant one and two were communication department students. Both of them were in sixth semester and they had taken English course in second and third semester. From accounting department, there were participant 3 and 4, they were in sixth semester too. Both of them had taken English course two times during their study. According to Creswell (2012) in qualitative research, the number of participant can be several, ranging from 1 or 2 to 40. Because of the need to report details about each individual, the larger number can become unwieldy and result in superficial perspective. Moreover, collecting qualitative data and analyzing it took more times (Creswell, 2012).Because of that, the researchers choose four participants to collect data.

Setting of the Study

      Setting. Research was conducted at a private university in Yogyakarta because the researcher and participant were also studying in there. Moreover, in

that university there were some non-English departments suitable with researcher participants which were Accounting department and Communication department which those departments had English course in their curriculum. It makes the researcher easy to access, collect data from the participants of the research, and make efficient time. Therefore, the selection of that university as the setting of this study had been appropriate to the purpose of the study and the significances of this study. The interview was implemented in different date and time for each participants. Participant one in April 19th 2017 at 19.45 PM, participant two in April 19th 2017 at 20.25 PM, participant three in May 10th 2017 at 19.15 PM and participant four in May 15th 2017 at 20.15 PM.

Data Collection Method

The researcher finished the data collection of this study through conducting interview with participants. The researcher chose interview to collect data because in interview, each participant will define the situation in a particular perspective (Kitwood in Cohen, Manion & Morrison, 2011). The interviews were semi-structured interview to follow participants' direction of their response, although the researcher had interview guideline to keep on the track.

The interviews were done in one-on-one interview to give privacy for each participant, so every participant shared their opinions and ideas unhampered. The interviews used Bahasa (Indonesian language) because beside the participants from non-English department student that did not use English as a language, the other factor is to ease the communication during interview process to get valid data. For the duration, the interview took 9 minute for participant 1, 13 minute for

participant 2, 10 minute for participant 3, 8 minute for participant 4. Their interviews were recorded as well because the recorded interviews would help the researcher to transcribe the interview.

Instrument of the Research

The researcher used interview guideline and recorder as instrument of the research. Before the researcher did interview, the researcher prepared an interview guideline first to keep the interview on the track. The interview guidelines consisted of four questions, which one question was about intoduction and three questions were about method, problem, and solution. Then, the researcher used audio recording tool, which was a cell phone, to record the interview process. The recording helped the researcher to transcribe the interview process from audio into text.

Data Analysis

After collecting data with interviews, the researcher transcribed the interview recording from audio into text. To know validity and reliability data, the researcher did member checking first before coding. Member checking was taking data back to the participants in the study so that can confirm the credibility of the information (Creswell & Miller, 2000). In this step, the researcher showed the transcribe texts to each participants and ask them to examine if there were any mistakes in transcribing data. After the researcher did member checking and make sure there were no mistakes, then the reseacher going on the next step.

After member checking, the transcribed data was analyzed by using steps of coding. First was open coding, which was labeling the text of script. Second was axial coding, which was grouping the labeled text of open codes whose referents were similar in meaning. Then, the last was selective coding, which was identifying the core categories of axial coding and integrating them to from a theory for the result of this study (Cohen et al, 2011). In this step, the researcher did open coding by labeling the answers from all of participants, for example (RQ.1.P1.1) RQ.1 means research question one, P1 means participant one, 1 means finding one. The next step in axial coding, researcher grouping the labeled text of open codes before into some categories. The last step was selective coding, the researcher choose the result answers, which were correlated with this research as a purpose to answer research questions.