CHAPTER III

RESEARCH METHOD

Researcher in his chapter discusses the research method. It covers research design, research subject, data collection, and data analysis.

3.1 Research Design

Qualitative research is used in many academic disciplines, especially focusing on natural sciences and social of the human elements. The objectives of qualitative research may vary with the disciplinary background. Qualitative research described by Creswell (2003) is as a procedure of research that relies on the collection of text and image data, which draws a diverse inquiry to the research plan.

Shank (2002), defines that qualitative research as “a form of systematic empirical inquiry into meaning”. Shank means by systematic is “planned, ordered, and public”. This follows the rules agreed by members of the qualitative research community. Next, Empirical is this type of inquiry which is based on the world of experience. Then, Inquiry into meaning is the researcher tries to understand how others understand of their experience (Shank, 2002).

In this research, the researcher uses qualitative research because of three reasons. The first reason is qualitative research provides detail and depth. The researcher may know more toward deep inside in students’ minds about reason of not taking American Studies as their elective course. The second reason is qualitative
research encourage the researcher to expand their responses that possibly open up areas of new topics that were not originally considered. This areas of new topics is very useful for the researcher to find other possibilities beyond our mind. It is possible that student reason for not taking *American Studies* is due to their ideology, dislikes liberalism, and many more. This details cannot be revealed using quantitative research. The last is qualitative research stated by Given, L. M. (2008) are best for researching many questions about human experiences.

### 3.2 Research Subject

The subject of the research are the student of English Language and Education Department of sixth semester who are taking elective course. Every elective course is different in number of the student. This condition changes every year and someone cannot guarantee every year that a particular elective course has the highest in number of the students. According to Yates, Daniel, Moore,& Starnes (2008) simple random sampling is a sample chosen from a population. Each individual is randomly selected and entirely by chance, so that each individual has the same probability to be selected at any stage during the sampling process, and each sample has the same probability as any other sample from population. But, the number of each elective course is not the same. One elective course may higher than other elective course. so, the researcher must be set a proportion of each elective course. the higher number of student in that elective course, the higher chance to take more sample on it. So, the instrument that researcher use in this research is simple proportional random sample.
Here the table of number of students of each elective course.

<table>
<thead>
<tr>
<th>No.</th>
<th>Elective Course Class</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>English for Young Learners</em></td>
<td>48</td>
</tr>
<tr>
<td>2</td>
<td><em>Translation</em></td>
<td>78</td>
</tr>
<tr>
<td>3</td>
<td><em>Business English</em></td>
<td>89</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>215</strong></td>
</tr>
</tbody>
</table>

Table 1. Number of students each elective course.

How researcher select the participants:

1. Researcher determined the number of the sample. Researcher in this research wanted to use 30 samples.

2. Researcher use proportionate stratified random sampling formula:

\[
n = \frac{cp}{tp} \times ns
\]

Information:

- \( n \) : number of sample
- \( cp \) : class population
- \( tp \) : total population
- \( ns \) : number of sample determine by researcher.

3. Researcher draw the result of formula.
Here the result of the calculations:

1. *English for Young Learners*

\[ n = \frac{cp}{tp} \times ns \rightarrow n = \frac{48}{215} \times 30 \rightarrow n = 6.69 \text{ (this result of the calculations is rounded into 7 student)} \]

2. *Translation*

\[ n = \frac{cp}{tp} \times ns \rightarrow n = \frac{78}{215} \times 30 \rightarrow n = 10.8 \text{ (this result of the calculations is rounded into 11 student)} \]

3. *Business English*

\[ n = \frac{cp}{tp} \times ns \rightarrow n = \frac{89}{215} \times 30 \rightarrow n = 12.4 \text{ (this result of the calculations is rounded into 12 student)} \]

Here the result of calculations in table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Elective Course Class</th>
<th>Number of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>English for Young Learners</em></td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td><em>Translation</em></td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td><em>Business English</em></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Table 2. Result

**3.3 Data Collection**
According to McNamara (1999) interviews is very useful to get the story behind participant experience. The interviewer can pursue in-dept information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires. The researcher uses interview. According to Leedy and Ormrod (2001) there are three advantages about face-to-face interview. First is face-to-face interview allows researcher to establish relationship with potential participants and therefore get their cooperation. The more establish the interview, the more answer researcher can get from participant.

In this research, researcher wanted to use structured interview. According to Kvale & Brinkman (2008) structured interviews can also be used as a qualitative research methodology. The researcher chose not to used questionnaire or other because they could not deeper and the answers was limited. The interview guideline can be seen in the appendix. Here are the steps of collecting the data:

1. Researcher looks for data on the number of students each elective course
2. Researcher determines the number of students who will be interviewed with the formula above.
3. Researcher prepares interview guideline.
4. Researcher visits Translation, English for Young Learners, and Business English to introduce his self and look for participants.
5. Researcher and participants make an agreement about time.
6. Researcher conducts and interview.
3.4 Data Analysis

There are four steps in data analysis after an interview as follow:

1. Transcription. Researcher must make recording then write the transcrip into word file format.

2. Reduce an unimportant or irrelevant opinion with the research question. Interviewee may answer far from question and researcher should eliminate that their unimportant answer by not included in transcription.

3. Analyze the topic that arise. Reasons of not taking American Studies as the elective course come from one theme or more. Students may have opposite ideologies, anti-liberalism, or anti-western and researcher must categorize it.

Drawing a conclusion.