

Chapter Three

Methodology

This chapter discusses the research methodology. The first part of this chapter discusses research design applied in this study. The second part is description of the research setting and participants. The next part explains data collection method and reason why the researcher prefers to choose the method. Data collection procedure is also described in this part. For the last part of this chapter, data analysis process is explained to complete the description of the research methodology.

Research Design

This research employed qualitative research methodology. Qualitative research methodology was suitable for this research since it explored the students' perceptions on their experiences in learning English by using video as the media dealing with the advantages and the problems. Creswell (2012), explained that qualitative method explores a problem and develops a detailed understanding of a central phenomenon. This is why the researcher chose qualitative research design since it provided detail information which will be needed in exploring the students' opinion. In addition, Creswell (2012) also explained that qualitative research would be appropriate to be employed when it would identify research participants' opinion, believe, or even perception. In means that qualitative research aimed to reveal participants' opinion.

Research Setting and Participants

Setting. This research was conducted at English Education Department of Universitas Muhammadiyah Yogyakarta. The researcher conducted this research starting from November, 2016 at EED of UMY. The reason to choose the EED of UMY as the setting of this research was because there had been a phenomenon in EED of UMY about the use of video as teaching media in the classrooms. Video was also much used as the teaching media in this department such as in Material Design course, Listening and Speaking for Daily Conversation course, Listening and Speaking for Formal Setting course and Curriculum Design course. Moreover, another reason to conduct the research at EED UMY was because of accessibility reason, the researcher is still a student of this department so managed to access all participants easily.

Participants. The participants of this research were the students of English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) batch 2013 because they had learned English using video as teaching media longer than the other batches. The researcher took four students to be interviewed by using snowball technique. According to Creswell (2012), in the qualitative research, the number of the respondent is undetermined, as long as the data gathered has answered the research question, the least number of respondents is sufficient. There were three criteria of selecting the first participant of this research. First, the participants must be the EED of UMY active students of batch 2013 since they have already experienced various teaching and learning process. Second, those students have taken several

courses which were relate to the use of video as teaching media, such as Material Design, Curriculum Design, Listening and Speaking for Daily Conversation, Listening and Speaking for Formal Setting, so that they have the appropriate information for this research. The third criteria the student with high Grade Point Average (above 3.5). The researcher got the information about students with high Grade Point Average (GPA) through the administration staff at EED of UMY.

In addition, this qualitative research employed snowball sampling as technique. According to Creswell (2012), qualitative snowball sampling is “a form of purposeful sampling that typically proceeds after a study begins and occurs when the researcher asks to recommend other individuals to be sampled” (p.209). It means that the researcher got the first participant by requesting a recommendation from the lecturer, who at that time taught all the students in batch 2013. The first participant was the key for the researcher to determine the next participant. The second participant was obtained from the recommendation of the first participant. The researcher provided a list of students with the GPA above 3.5 to the first participants, then the researcher asked which of the list could be the next participant of the research to be interviewed. The researcher conducted this until the fourth participant. After interviewing the four participants, the researcher concluded that all participants answered the questions in the interview almost similar. Therefore, the researcher decided to stop doing the interview for the next participant.

Data Collection Method

This study aimed at investigating students' perceptions toward their experience and review from learning English by using video in the classroom. One-on-one interview was employed as a type of interview. It means the researcher and the participant was working face-to-face in the interview, one as an interviewer and the other one as a participant. There were several reasons in using one-on-one interview. First, the participant could feel more comfortable when he or she was being interviewed. The participants were also easier in answering the researcher's questions because they felt comfortable. Second, on one-on-one interview, it turned out that the participants were more focused. According to Creswell (2008), with one-on-one interview the data gathered became more accurate because the participant can communicate naturally, comfortably, and clearly so that the researcher can ask if there is any misunderstanding on the questions asked. It was an opportunity for the researcher to get deep information and also the answers of participants were not influenced by one another.

When the researcher conducted the interviews, the researcher used Indonesian language. The reason in using Indonesian language was to make easier communication for both the researcher and participants. Next, the researcher used a recording application on her mobile phone to record the interviews. Each participant spent 10 up to 15 minutes in the interview.

Data Analysis

The last stage to be explained in this chapter was data analysis. In analyzing the data, the researcher used steps proposed by Creswell (2008) which are: (1) collecting data, (2) preparing data for analysis, (3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper. Data analysis was done after the researcher collected the data by doing interviews. In this case, the researcher analyzed the data in order to comprehend and gather the data to answer the two research questions. The steps of analyzing the data was started by transcribing the interview result from four participants in the face-to-face interview. Then, after transcribing the recording, the researcher did a member checking. Each of the transcription was returned to the participants and they confirmed that all information in the transcription were correct. The researcher made sure the validity of the data gathered by doing the member checking.

After doing the member checking, the researcher analyzed the data using thematic analysis. Thematic analysis was a process of data coding. In coding the data, the researcher analyzed the script of the recording. It means that the researcher kept taking what the participants meant by their answer in each question. This activity was done by collecting all the statements that answered the research questions then the researcher made a statement that represents the participants' answer. The researcher put different color to each statement that had the same meaning. Then, the researchers grouped answers of the same color to be found and then incorporated into chapter 4.