

## **Chapter Three**

### **Research Methodology**

This chapter focuses on examining or defining the research methodology used in this research. This chapter consists of research design, research setting and participants, data collection method, and data analysis. This chapter also shows how this research was conducted by the researcher. Besides that, this chapter shows how the data was analyzed.

#### **Research Design**

This research aimed to know the teachers' beliefs about giving feedback at EED of UMY. The researcher of this research used qualitative research design. The qualitative research was suitable for this research in order to know teachers' belief about giving feedback. It was a good connection with the characteristic of qualitative research. Creswell (2012) highlights that qualitative research aims to consider the problems and advance the deep understanding of an issue or a phenomenon. Thus, the qualitative research was suitable for this research because the researcher wanted to know or investigate the phenomenon from the teachers' beliefs. It is in line with Creswell (2012) who defines that qualitative data research elaborates the phenomenon and issue. It means that the data will not be numerical style, but it will be description types.

The researcher used descriptive qualitative design for this research. According to Merriam (1998), descriptive qualitative data research is used when the finding of the research needs to be explained deeply. Moreover, the researcher

preferred to describe the findings by using a form of words not numbers for collecting the data. Creswell (2012) states that the main characteristic of qualitative data research was exploring some problems and developing a clear understanding of central phenomenon. It made the researcher would implement the descriptive qualitative research for this study in order to be able in explaining the phenomenon. Besides that, the reason why the researcher used descriptive qualitative research because this research aimed to know teachers' belief about giving feedback. In addition, teachers' beliefs and teachers' reasons were explained clearly in this research, so the descriptive qualitative was suitable for this research.

### **Research Setting and Participant**

In this section, the researcher was going to show the setting where this research had been conducted. Here, the researcher also wrote the participants who were involved on this research in order to answer the research questions of this research. In addition, the reason of choosing the setting and the participants was mentioned on this part.

**Research setting.** This research was conducted at EED of UMY because some classes here had used feedback. Feedback was often given by the teachers in university but for some reasons, some teachers did not use it. The researcher chose Universitas Muhammadiyah Yogyakarta because the researcher had been studying in this university which meant that the researcher knew some teachers, staff members and especially the researcher knew where the conducive place to have an

interview session. In addition, when the researcher knew the context of the setting where the research was conducted, the researcher was easier in getting the data.

**Research participants.** The researcher chose EED teachers of Universitas Muhammadiyah Yogyakarta. The researcher collected the data from 3 teachers who had been teaching at EED of UMY for two-years experiences. The researcher had interviewed three experienced teachers who had been teaching for two years because the longer experiences in teaching, the more experience in implementing or giving feedback for the students. In choosing the teachers, the researcher asked other students, so the participants were depending on students' answers not from the researchers. It meant that the data were reliable. The researcher asked other students through group discussion on Whatsapp. There were 43 students on whatsapp group, but only 39 students who were students of class B. Class B is the researcher's class, so the researcher and other students knew which teachers who implemented or not implemented written feedback. It meant that the researcher spread question to 39 students of class B. After spreading the question, there are 37 students who answered researcher's question.

Before giving the question, the researcher explained the research title and the research questions. The researcher explained the students of class B that the title of this research is teachers' belief about giving written feedback at EED of UMY. Then, the researcher told the students that this research had two research questions which were "what is teachers' belief about giving written feedback and what are teachers' reasons about giving written feedback". After explaining research title and two research questions, the researcher asked the students about

“which teachers who should be involved to be the participant of this research?”. Besides, the researcher also told the students that they had to vote the teachers who had implemented written feedback but in some cases they did not. From students’ answers, there were 14 students who voted teacher A, 11 students voted teacher B, 8 students voted teacher C, and 4 students voted other teachers. These three teachers are female. After that, the researcher chose or decided 3 participants or teachers who were most voted by students. However, teacher C was busy in that time, so the solution was asking the students again to change teacher C. The researcher informed the students that teacher C was busy, and then the researcher asked the students which teacher that should change teacher C. Finally, there were 8 students who voted teacher D. Last, the researcher was responsible of the participants’ answers. It meant that the researcher did not mention the participants’ name when the researcher transcribed the data collected. In shorts, the researcher used pseudonym to conceal participants’ identities.

### **Data Collection Method**

The researcher of this research used interview as a method in collecting the data.

**Interview.** Cohen, Manion, & Morrison (2011) states that interview is a direct verbal or non-verbal interaction between the interviewer and interviewee, and it gives a chance for interviewee to answer questions deeper. In interview section, the researcher prepared some instruments that were used in interview. First, the researcher made sure that the interview questions were sequence, so the

interview questions were structural. It meant that, the researcher made interview guideline first before doing interview. In addition, the researcher also prepared or provided a recorder, pen, and paper for note taking. The recorder, pen, and a paper were important things in the interview because these things helped the researcher. The researcher did not miss the participants' answers because the researcher used a recorder to record the answers from participants. Besides, a pen helped the researcher for taking a note or for highlighting something bias on the participants' answers, so the researcher was very easy in confirming the participants' answers.

The interview guidelines for this research were in Bahasa Indonesia. The researcher used Bahasa Indonesia because the researcher wanted the participants who were involved in this research to have clear understandings about what the researcher meant when they were interviewed. In this case, the researcher believed that the participants of this research answered the questions deeply, so the findings of this research were really clear. Besides that, using Bahasa Indonesia was important for the researcher, so the researcher was easy in understanding the participants' answers. It meant that, using Bahasa Indonesia helped the researcher in avoiding the bias.

The researcher used open-ended interview for this research. According to Cohen et al. (2011), open-ended leads the interviewer to prepare structural questions, and main strength of using open-ended is there is no limitation. Besides that, Cohen et al. (2011) state that, "open-ended interview is one of interview types that every interviewee should understand the interview question in the same

way, rather than replicating the exact wording, as some respondents might have difficulty with, or interpret very differently, and perhaps irrelevently, particular questions” (p. 412). The researcher used open-ended interview because there was no limitation for the participants in answering the questions which meant that it was appropriate for this research which wanted to identify teachers’ beliefs. Moreover, in open-ended interview, the participants of this research asked same basic questions in the same order, because the researcher wanted to know the detail information from the participants about implementing or not implementing written feedback for the students in the class. In shorts, the participants answered the questions deeper when there was no limitation in the interview session.

In addition, response mode used for this research was unstructured response. According to Cohen at al. (2011), unstructured response gives chances for the respondent to answer the questions in whatever way that respondent wants. It meant that the interviewer did not give questions which limited the participants’ answers. In addition, the interviewee answered the questions freely.

### **Data Analysis**

In data analysis, the researcher of this research used several ways in analyzing the data or information collected from the interview. First step, the researcher transcribed the data recorded which were collected from the interview session. In this point, the researcher transcribed the recording with verbatim. It meant that the researcher not only wrote the participants’ answers without editing or adding the participants’ answers. In transcribing the data, it meant that the

researcher did not change the voice form to the written form of the data collected from the interview which meant that this kind of things helped the researcher to analyze the data.

After transcribing the data, the researcher needed to do a member checking. Cohen et al. (2011) contends that a member checking is a process of confirming the data transcribed. It meant that the data transcribed was sent to the participants, and the participants of this research checked the data transcribed. It aimed to make sure that the the researcher transcribed the data recorded without adding the participants' answers. It was kind of doing trustworthiness which was immensely important for the research. In the member checking, teacher A changed her statement. On first statement, teacher A said that when the teacher could give the oral feedback, she would not give written feedback. However, teacher A explained more that she meant that written feedback will be more effective if written feedback is followed by oral feedback or vice versa. In shorts, confirming the data transcribed helped the researcher in getting valid data.

The next step that was done by the researcher was doing the coding session. According to Cohen et al. (2011), coding helps the researcher in categorizing the similar or even same information from the participants. In doing the coding, the researcher took only some points which were important information for the research. Because in coding the researcher was required to categorize the data, it meant that the findings was so easy to be taken.

There were four types of coding that were done by the researcher to get the findings of the research. Those four kinds of coding were open coding, analytic

coding, axial coding, and selective coding. Those four types of coding were clearly explained by Cohen et al. (2011). However, the researcher only used analytic coding and selective coding. In analytic coding, the researcher read the data transcript from teacher A, B, and D. After that, the researcher chose those same answers from teacher A, B, and D. Then, the researcher put those same answers in the same column. Last, the researcher selected those teachers' statements that answered the research questions.