

## **Chapter Three**

### **Methodology**

This chapter explains the methodology used by the researcher to conduct the study. This chapter consists of four parts; design of the study, setting of the study, participants of the study, data collection method, and analysis of data. Design of the study explains about kind of design used by researcher to conduct the research. In this research, the researcher uses descriptive qualitative as the research design. Setting of the study is about where and when the researcher conducted this research. Participants of the study explains who were being studied. Data collection method explains how the researcher collected the data from the respondents. The last part is data analysis. In this part, the researcher explains how to analyze the data that have already collected.

#### **Design of the study**

This research aimed at revealing students' perception on the use of cooperative learning method in the teaching and learning process at English Education Department of UMY. Besides, this research also purposed to investigate students' perception about the advantages and disadvantages of cooperative learning. Thus, qualitative research method was employed in this study. Creswell (2009) stated that qualitative research was a way to discover and recognize the meaning of individuals or groups attribute in a society problem. In addition, Khotari (2004) said that qualitative research was highly essential in the behavioral sciences where the purpose was to explore the basic reasons of human

activities. Using qualitative research, the phenomenon about cooperative learning could be explored well. To be more specific, researcher used descriptive qualitative research design to know specific phenomenon. It was known that qualitative research aimed at explore phenomenon, descriptive qualitative supported the researcher to improve a level of precise by direct involve in the real experiences (Creswell, 2009). The researcher believed that this method was suitable to find out students' perception on the use of cooperative learning method in the teaching and learning process at English Education Department of UMY.

### **Setting of the study**

This research was conducted at English Education Department of Universitas Muhammadiyah Yogyakarta starting on November 2016. English Education Department of UMY had implemented cooperative learning since they were established. That fact would be very useful for the researcher to get the data. The researcher believed that students at English Education Department of UMY had already familiar with it. Therefore, the data collected could be comprehensive. Then, there was still limited research about cooperative learning has been done at English Education Department of UMY. Surely, the result of this study could make students understand how to work with cooperative learning method. Besides, the researcher was studying at English Education Department. As a result, the researcher had an easy access to collect the data. Those were the underlying reason for the researcher to conduct this research at English Education Department of UMY.

### **Participants of the study**

The participants of this study were students of English Education Department of UMY batch 2014. The process of the researcher get those participants was simple, the researcher came to the campus then asked students who were there about their major, batch, and their willingness to be the participants. Then, the researcher asked for their contact to make an interview appointment. The researcher believed that participants who had willingness to be studied gave honest and heartfelt answer. There was a reason the researcher chooses the participants. It was because the researcher knew that all of students on batch 2014 had learned by the implementation of cooperative learning. Then, the researcher got four participants. The participants consisted of two males and two female students. The researcher choses participants with different gender was because the researcher wanted various data from the participants. They were fresh students who had enough experiences in the teaching and learning process at English Education Department of UMY. Therefore, the researcher believed that all of them had understood well and had an update information in learning used cooperative learning method.

The researcher used pseudonym to mention the participants. Pseudonym was used to protect the privacy of the participants. The pseudonym assigned to the participants were Afi (first participant), Alex (second participant), Anggi (third participant), and Anto (fourth participant).

### **Data collection method**

The researcher used interview as an instrument to collect the data. The researcher used interview because he attempted to explore students' perception on the use of cooperative learning method in teaching and learning process at English Education Department of UMY. According to Khotari (2004), the interview method contains communication using oral-verbal incentives and reply using oral-verbal reactions. Then, one on one interview was used in this study as it was best suited for this study as Creswell (2012) stated that one-on-one interviews are suitable for questioning delicate queries and allowing interviewees to ask or deliver explanations that go further the primary questions.

Before conducting interview, the researcher created interview guidelines. Interview guidelines were created based on the literature review. The purpose was to keep researcher asking related to the topic. Open-ended questions were used in the interview because it could give the participants freedom to answer the questions based on their own perception as Creswell (2012) argued that in qualitative research, the researcher asks open-ended questions so that the respondents can express their experiences unrestrained by any perceptions of the researcher or any findings has been done before. The researcher used Indonesian language when conducting the interview to avoid misconception between the researcher and the participants.

The interview was conducted on November 16<sup>th</sup> 2016. Before conducting interview, the researcher contacted four students to ask about their willingness and

availability to be interviewed. Those students were Afi, Alex, Anggi, and Anto. After those students agreed to be the participant of this study, the researcher made an appointment. All of the interview was conducted in one day on November 16<sup>th</sup> 2016 and started on 9 a.m until 4 p.m. Afi was the first interviewee continued by Alex, Anggi, and the last was Anto. The interview was conducted around ten to fifteen minutes and it was recorded using recorder which helped the researcher to get accurate data when transcribing.

### **Analysis of the data**

The next step in conducting this research was analysis of the data. The result of data analysis was used to be the result of this research. There were three steps to analyze the data. There were transcription, member checking, and coding. The first step was transcription. In the process of transcription, the researcher changed the audio file into text data (transcript). Creswell (2012) also said, transcription is the procedure of transforming audiotape records into text form. The researcher transcribed the interview result in two days, started from November 17<sup>th</sup> to 18<sup>th</sup> 2016. After the transcription was done, researcher made sure that the transcript was correct by asking the related participants about their answer or it could be mention as member checking. Creswell (2012) argued, member checking is a stage where the researcher checks the correctness of the transcript by asking to the participants. The researcher did the member checking on November 19<sup>th</sup> until 22<sup>nd</sup> 2016. In the member checking, the researcher gave a copy of the interview transcript to the participant to check if there were any

mistakes in the process of transcribing. In the process of member checking, there were no any mistakes. All of participants agree with whole of transcript.

The next step in analyzing the data was coding. Coding was the process of segmenting and labeling text to form descriptions and broad themes in the data (Creswell, 2012). There were three coding phase on the process of data analysis, which were open coding, axial coding, and selective coding. In open coding the researcher took an important point from each transcript. Creswell (2012) stated that open coding is “forms initial categories of information about the phenomenon being studied by segmenting information. The researcher bases categories on all data collected, such as interviews, observations, and researcher’s memos or notes” (p.424). Then the second phase of coding was axial coding. In the axial coding, the researcher divided the points based on the research questions. Creswell (2012) argued that axial coding was the process to “selects one open coding category, positions it at the center of the process being explored (as the core phenomenon), and then relates other categories to it” (p.426). Then the last phase of coding was selective coding. In selective coding, the researcher chooses one category to be the main category and chooses another to be the sub category. Creswell (2012) argued that selective coding is process to “writes a theory from the interrelationship of the categories in the axial coding model” (p.426). After the analysis was finished, the researcher reported the results into paragraph.