Chapter Three

Research Methodology

This chapter presents the research design, the place and the time, the population and the sample, the instrument from this research, the data collection method, and the technique of the data analysis.

Research Design

The researcher chose quantitative research for this research. Creswell (2012) stated that quantitative research is applied to identify problem and explain the problem based on the trends that is occurring. This research is trying to find out students' preference towards feedback given by the lecturer. The researcher collecting numerical data from a large number of people and quantitative method is the most suitable method for this research.

This research design used survey design because the researcher wants to find out what kinds of feedback that the students prefer. Creswell (2012) explained that survey research designs are procedures in quantitative research in which researcher conducted a survey to a sample or to the entire population of people to define the attitudes, opinions, behaviors, or characteristic of the population. For example, a researcher use survey design to determine individual opinions about policy issues, such as whether students need an option of schools to attend (Creswell, 2012). So, the researcher believes that survey design is the design that fits to this research.

Research Setting

This research was conducted at the English Education Department of Universitas Muhammadiyah Yogyakarta. The researcher chose this site because the site was related to the research. The research was about students' preference towards feedback and based on the information that the researcher obtained from other students of EED of UMY, most of the students at the EED of UMY already have experience and have gotten some feedback from the lecturer. The researcher chose this topic since there was not any research at the EED of UMY investigating students' preference toward feedback.

Research Population and Sample

Research population. The population is the group of individuals having one characteristic that distinguishes them from other groups (Creswell, 2012.) In this research the population was the students of English Education Department of Muhammadiyah University of Yogyakarta from class A, B, C and D batch 2014 who experienced journal writing activity . Since the students who participated in this research have ever joined classes that required journal writing, it was easier for the students to give informations about their journal writing activity and feedback since they already have experiences with those two topics and have enough background knowledge to answer the questions that were being asked in the questionnaire.

Research sample. The researcher used cluster random sampling based on classes to determine the sampling. Cohen, Manion and Morrison (2011) defined

cluster random sampling as gathering a simple random sample from a cluster sample of population. Based on the target population size, according to Bartlett et al. (2001) sample size, confidence level and convidence intervals table the sample consisted of 108 respondents (as cited by Cohen, Manion & Morrison, 2011, p. 147). Based on the results of cluster random sampling, class A, B, C and D were participating on this research. 108 out of 151 students from class A, B, C and D were chosen randomly as the participant of this research.

Instrument of the Research

The researcher used questionnaire to collect the data for the research question "What is EED of UMY students' preference on the feedback given by the lecturer?" The researcher used the questionnaire because questionnaire was one of the data collection method under the quantitative research and it was the suitable instrument for the research. Questionnaire also gave more flexibility to the respondens since it did not required much time to fill the questionnaire. Wilson and McLean (1994) as cited by Cohen (2011), mentioned that questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze. Questionnaire is a data collection method that is not so complicated to process since it can be done online and does not need a lot amount of cost.

The researcher adapted the questionnaire from several experts' researches. The researches that was used were research by Lee (2008) on student reaction to

teacher feedback in two Hong Kong secondary classrooms and research by Pirhonen (2016) on students perceptions about the use oral feedback in classroom. The researcher also used research by Rowe and Wood (2008) on student perception and preferences for feedback.

To get more specific information about student's preference of feedback, researcher asked the respondents to provide information about their feedback given by the lecturer. The questionnaire consisted of fifteen statements about student's preference of oral feedback, written feedback and feedback in general given by the lecturer. Six of the statements were about feedback in general, four statements were about written feedback and five statements were about oral feedback. Respondents responded to the statements by giving scale to each question. The scale started from one to four. Scale one was 'strongly disagree', it meant that students believed that the statement in the questionnaire was completely not true for them. Scale two was 'disagree', it meant that students believed that the statements partially not true for them. Scale three was 'agree', it meant students believed that the statement was true for them. Scale four was 'strongly agree', it meant students believed that statement of the questionnaire was completely true for them. The questionnaire was in *Bahasa Indonesia*, so it was easier for the students to comprehend the questions that were being asked. The instrument of this research was validated by two experts' judgments.

Technique of Data Collection

The researcher designed the questionnaire based on some experts that were related to the research. The researcher distributed the questionnaire by coming to the class which students had ever done close book journal activity. Before gathering the data, the researcher asked permission to use class A, B, C and D to the lecturers that were teaching those classes. Before gathering the data, the researcher introduced herself and explained what the questionnaire was about in front of the class. The researcher took the data from class A and B on May 23rd, 2017 at 07.00 a.m. and 01.00 p.m. in Material Design class. The respondents were given five to ten minutes to complete the questionnaire. While respondents were completing the questionnaire, the researcher stayed in the classroom to anticipate any question or clarification about the questionnaire from the respondents.

The researcher were using Google Form to gather the data from class C and D at first because the researcher thought there were no more students who were attending classes since it was nearing semester break. However, it turned out that students of class C and D were still attending class. Since the number of students who submitted the questionnaire through Google Form were still not in accordance with the sample size, the researcher decided to re-take the data from class C and D manually by coming to the classes. The researcher asked Ms. Eko Purwanti S.Pd., M.Pd. permission to use Material Design class in class C and D to gather the data. The data gathering process of class C was on June 7th at 09.00 a.m. Before gathering the data, the researcher introduced herself and explained what the questionnaire was about in front of the class. The students of class C

were also given five to ten minutes to complete the questionnaire. After counting the number of the students who responded to the questionnaire, the researcher decided not to continue to gather the data in class D because the number of the students of class D who submitted the questionnaire through Google Form was already in accordance with the sample size. So, the researcher took the data of class D from Google Form.

Validity and Reliability

Validity. Validity is a part of the instrument to assess what is intended to describe and validity in quantitative research aims to provide the appropriate instrument and data statistical treatments (Cohen, Manion & Morrison, 2011). The researcher involved two expert judgments to analyze the validity of questionnaire items. The expert judgments were EED of UMY lecturers who mastered in this research's topic. Then, the valid questionnaire items was used for collecting data.

The first expert judgment suggested replacing some words in the questionnaire in order for the respondents to understand the questionnaire more easily. Word replacement was needed in item 8. The second expert judgment suggested reducing a word in item 1. Then, the second expert judgment also suggested adding some words in item 10 and 14.

Table 1

Experts Judgments

Expert 1	**Expert 2**
8. She said that the word "*karena ini*	1. She deleted the word "*adalah"*

tidak personal" is a bit off and needed to be changed	
	10. She added the word "*yang saya terima"*
	14. She added the word "*penyusunan misal"*

Reliability. Cohen, Manion and Morrison (2011) found, "reliability is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents" (p.199). The researcher used reliability to indicate the instruments are reliable. Reliability was used to measure the extent of instruments were reliable in research. To find out the reliability, the researcher used Cronbach Alpha statistical technique. Cohen, Manion and Morrison (2011) found that there were five level of reliability indicators were as follow:

Table 2

Category of Reliability (Cohen, Manion & Morrison, 2011)

Value	**Category**
>0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Marginally/minimally reliable
<0.60	Unacceptably reliable

In this research, there were 15 items in the questionnaire that was distributed into four classes of EED of UMY batch 2014. The reliability of 15 items was reported on the table below.

Table 3

Reliability Statistic

Cronbach's Alpha	**N of Items**
.722	15

The Alpha score of the questionnaire was 0.722. Based on the category of reliability, 0.722 was considered reliable. Therefore, the questionnaire was reliable and was acceptable to be used.

Analysis of Data

The researcher inputted the data that was already being filled by the respondens from the questionnaire sheets to the Ms. Office Excell. After inputting the data to Ms. Office Excell, the researcher inputted the data into SPSS program 20. The purpose of this research was to find out students' feedback preference. The researcher analyzed the data separately between three categories, namely the categories of written feedback, oral feedback and feedback in general. To answer the research question, the researcher used descriptive statistics. The researcher observed the result of each item and the researcher described them. The researcher used scale from very low to very high. To find out the students' preference towards feedback, the researcher compared the total mean of oral feedback

category and written feedback category. The researcher also presented the frequency of questionnaire items to know the responses scales.

In addition, to know the students' preference towards feedback the researcher divided the mean value into three categories. The first category was high which was ranged from 3.01-4.00. The second category was high which was ranged from 2.01-3.00. The last category was low which was ranged from 1.00-2.00. The categories of students' preference towards feedback of this research were presented in the following table.

Table 4.

Category of Students Preference towards Feedback

Value	**Category**
3.01-4.00	High
2.01-3.00	Average
1.00-2.00	Low

*Source: Alimi (2013)