

Chapter Three

Research Methodology

In chapter three, the researcher explains the methodology of the research which was used to answer the research questions. This chapter consists of research design, research setting, research participants, data collection, and data analysis.

Research Design

The researcher used qualitative research design. According to Creswell (2012), qualitative research is a research that needs information about the phenomena of the study and needs to learn more from participants through exploration. This study used qualitative research design because the researcher wanted to know the students' perception of student-centered learning and also to find new information from the students' opinion. Meleong (2007) said that descriptive qualitative research is a research which aims to describe phenomena.

Descriptive qualitative research was chosen because the researcher let the participants answer the questions based on their thought and the researcher did not limit the participants' answer as long as the answers were still be in the context of the questions. This research had purpose to find out students' perception on student-centered learning implementation at English Education Department of UMY. The perception investigated was the activities implemented at EED of UMY by the lecturers through using the student-centered learning, the strengths, and the weaknesses of student-centered learning. In this research, the participants

explained clearly what they knew about the student-centered learning approach during their learning at EED of UMY.

Research Setting

This research was conducted at EED of UMY because most of the lecturers use student-centered learning method to teach the students. The students experienced more in doing activities in student-centered learning. EED of UMY is also an institution where the researcher was studying, and then it made the researcher easy to collect the data. Therefore conducting the study at EED of UMY could help the researcher collect the data starting from April up to May 2017.

Research Participants

The participants of this research were the students of English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013. There were some reasons why the researcher chose students from batch 2013. The first reason was that the students batch 2013 understand more about student-centered learning method than the other batches. The students from batch 2013 have more experience about the student-centered learning. Moreover, the students from batch 2013 had been studying in EED in around six semesters or three years. The criteria of the participants were the students from batch 2013 who were experiencing in doing activities of student-centered learning than the other batches. Also, they were available and willing to be interviewed. The researcher asked her friends to become participants one by one and they were willing to be participants, and then the researcher interviewed them. Furthermore, the

participants were three female students and two male students. The first and the third female participants from class B, the second female participant from class A, the fourth male participant from class D, and the fifth male participant from class B. Cohen, Monion and Morison (2011) stated that “there is no simple rule of thumbs, as this depends of the purpose of the interview” (p. 421). Cohen, Monion and Morison said that qualitative research does not have the limitation of participants. It depends on what the researcher to find out and the purposes of study. Five participants was enough to give the researcher complete data by answering the question as what the researcher thought.

Data Collection Method

An interview was the instrument that was chosen by the researcher. Kvale (1996) stated that an interview in the qualitative research seeks to describe the answer and the meanings of central themes in the life world of the subjects. The main task in interviewing was to understand the meaning of what the interviewees said. McNamara (1999) said that an interview is particularly useful for getting the story behind a participant’s experiences. The interviewer pursues in-depth information around the topic through doing the interview. Standardized open ended interview was used by the researcher, because the researcher wanted to gain information in order. The researcher wrote the interview guideline, and then the researcher asked the questions to the participants in order. Cohen, Manion, and Morison (2011) stated that the benefit of using open-ended question is to increase comparability of response, so the participants answered the same questions, and it

reduced effect and bias of the answer. The researcher obtained the data from the participants completely in sequence.

The researcher made the interview guideline to guide the researcher in doing the interview. The researcher used open-ended question for the interview guidelines. Open-ended question made participants answer freely, but the answers were not out of the context of questions. Cohen, Manion, and Morison (2011) argued that open-ended question allows the interviewer to analyze. To make the participants easy to answer the questions, the researcher made the interview guideline in Bahasa Indonesia. Bahasa Indonesia was used by the researcher to interview because Bahasa Indonesia becomes daily language for the participants and also for the researcher. The participants were easy to answer the questions. Thus, it was easy for the researcher to collect the data.

The researcher used a mobile phone to record a conversation during the interview. The reason why writer used mobile phone was practical and easy to be used. Time allocation for each participant was 15-45 minutes. There were some steps to do interview. The first step was that the researcher prepared the interview guideline. The second step was that the researcher asked the students to become participants. After the students were willing to become participants, then the researcher did an interview.

Data Analysis

After the interview was done, the researcher did three steps to analyze the data. Those three steps of analyzing the data were transcribing, member checking, and coding. Those steps were explained below.

Transcribing. The researcher did transcribing after the data gained from interview. Cohen, Manion, and Morison (2011) said that transcribing is writing down what the participants' answer in order to gain the point on it. The researcher did transcribing based on the participants' answer on the recording. Verbatim transcription was also used by the researcher. It means that the researcher did not decrease, increase, or change everything of what the participants' say. It also made the researcher easy to transcribe the data because the researcher just wrote what the participants' say.

Member Checking. To make sure or to get the valid data, the researcher did member checking for each participant. Creswell (2012) argued that member checking is a process in which the researcher asked the participants in the study to check the accuracy of the account. It showed that the researcher did member checking in order to avoid data manipulation and invalid data.

Coding. After doing the member checking, the researcher started to analyze the data. The researcher did coding. Shelden, Angell, Stoner, and Roseland (2010) mentioned that the data which from the words of participants form categories. It means that the researcher broke down the data into the category based on the researcher needs. The researcher used four types of coding to analyze the data. Those four types were open coding as a first step, analytical coding as the second step, axial coding as the third step, and selective coding as the last step.

Open Coding. Open coding was the first step to describe and to categorize the data transcription. This was the basic analysis of coding. Cohen, Manion, and

Morison (2011) stated that open coding can be performed on sentence by sentence. The researcher did open coding, and then did next coding because open coding usually was general information.

Analytical coding. The second step was analytical coding. Cohen, Manion, and Morrison (2011) stated that analytical coding is more than descriptive code and it becomes more interpretive. The analytical coding was in the same table as the open coding, because both of them were related to each other. From the open coding, the researcher gave the theme. Based on Cohen, Manion, and Morrison (2011) said that an analytic code might derive from the theme of the research.

Axial Coding. The second step to analyze the data was axial coding. Axial coding means large number of codes and it was necessary to short them into the short of order or into groups. Axial coding was also summarizing the data from open coding.

Cohen, Manion, & Morrison (2011) said that:

Axial coding connects to related codes and sub categories into large categories of common meaning that is shared by the group of codes in question (thereby creating a hierarchy in which some codes are subsumed into the large axial category); an axial code, as its name suggest, is a category or axis around which several codes revolve (p. 562).

In this step of coding, the researcher categorized the data which was done to do the selective coding. The way of working axial coding was working in one category, making a correlation between sub group of categories, one category and other categories.

Selective Coding. Selective coding become the last step in coding. The process of axial coding was to make the theme based on axial coding. The purpose of doing selective coding was to find out the theory based on the category in axial coding. Creswell (2012) argued that in selective coding, the grounded a theorist from the interrelationship of the categories was in the axial coding model. On the other hand, the researcher did coding because coding is a part of qualitative research.