Chapter Three

Methodology

This chapter discusses the methodology which is used by the researcher. There are four things included in this part. The first one is research design explaining about the design used by the teachers. The second is setting and participants. The third is data collection method telling on how the researcher gather the data. The last is data analysis explaining about how the data is analyzed.

Research Design

This research is qualitative research as a research method. This study uses it, because the researcher wants to get a lot of information from the students’ problems in doing the quizzes by the teachers. Creswell (2012), qualitative research is a research that explores the phenomenon from the someone’s perspective (p. 16). In addition, the nature of data of qualitative research is word not number, explained Creswell (2012). Thus, it is appropriate to apply qualitative approach as it is used to explore the problem on the use of quizzes. then, the nature of data is word, so it is ease to reader to understand this data.

This research uses research design “case study”. Yin (1994) wrote, “a case study is a study that investigates a contemporary phenomenon within its real-life context (p. 27). It is used because this research has a case that is contemporary. The case is very familiar in the education. And then the case related with teaching learning strategy. In addition, it is so phenomenon. This research is the students’
perception on the use of quiz by the teachers in teaching learning process at EED of UMY. The case is using quizzes, so the researcher wants to know about the using the quiz in teaching learning process. Furthermore, the research design that is used by the researcher is suitable with my research.

In this research, the research only wants to know students’ perception about using quizzes, so the researcher finds many references to support the findings. Then, the researcher must describe finding detail and do not add information about the case study from the researcher’s thinking. Thus, the researcher uses descriptive case study as a types of case study. According to Merriam (1998), “descriptive means that the end product of a case study is a rich, “thick” description of the phenomenon under study. Thick description means is a term from anthropology and means the complete, literal description of the incident or entity being investigated” (p. 29 – 30).

Setting and Participant

Setting. This study takes place at EED UMY. The setting takes one place which will be used for complete the data. The researcher chooses the EED UMY, because the researcher studies English at EED UMY, so the researcher can be easier to collect the data. For example: the researcher has known lecturer and students in EED UMY, so it will make the researcher easy to look for participant to do the interview. The other reason is the lecturers in EED UMY use quizzes method to assess their students, so quizzes will become familiar in around the students. Thus, this location is very supported the researcher to complete the data.
Participants. The participants will be taken from English students at EED UMY. There are three English students. They are seventh semester. The researcher chooses the seventh semester’s students, because the higher students’ semester, the more experience in doing quizzes. The participants are taken to complete the data, namely the participants that have high GPA (3, 50 – 4, 00), medium GPA (3, 00 – 3, 49), low GPA (2, 50 – 2, 99). It happens, because the researchers want to get a information about the quiz from their intelligent. The reason is that the participant that has high GPA will give the positive information about the quiz. It happens because the participant likes a quiz, so the participant can get a high GPA. Meanwhile, the participant that has medium and low GPA will give different information from participant that has high GPA. It will get result that valid, if the researcher takes the participant from the GPA.

In this research, participants are selectively choosed based on several characteristics. According to Notoadmodja (2010), for choosing the participant, the researcher must make the characteristics of participant. It purposes to get participant that have relation with the study, so that the researcher can get valid information based on the participants’ experience that can be seen in characteristics of participant. In this research, the researcher selects the participants based good relationship between researcher and participants. The researcher will choose the participants that they are good friend. It is done by the researcher because, the participant will feel enjoy to give information if the interviewer is their friend. The participants will not feel nervous or shy to the interviewer. It will also ease the interviewer create good situation or friendly
situation. Then, the participants must have a high GPA, medium GPA, and low GPA, the participants must have a experience in doing the quizzes, the participants must English student at EED of UMY and they are seventh semester.

**Data Collection Method**

This study is conducted to find out the students’ problem on the use of quizzes and discover the strategies to face the quizzes based on the students’ experience. This study used interview to collect the data. Cohen, Manion, and Marrison (2011) stated that interview is a tool for data collection that is conducted with face to face comunication (p. 409). In interview, the researcher should prepare about the instrument to collecting the data. It is interview guideline, it was used for lead the researcher, so the question in interview would become structural. The interview guideline had been seen in the appendix. Then, the researcher also needed the tape recorder or mobile phone to record the participant’s answer. It was done so that the researcher did not miss the participant’s answer. Moreover, the researcher also should prepare a note and pen. If the tape recorder or mobile phone did not work, the researcher could use the note and pen. In interview, the researcher used Indonesia language to make participant is relax, comfortable, and free to answer.

The researcher conducted the interview, because the researcher wanted to get a lot of information from the students. Then, in interview the participant had not limitation of time to answer the question. It became benefits for the researcher, because the researcher could get a lot of information from the participant. If the
participant did not answer clearly, the researcher could ask again until the question was clear.

The types of interview that was used by the researcher is standardized open-ended. Cohen et al. (2011) stated, “standardized open-ended is one of the types of interview that every respondent should understand the interview question in the same way, rather than, replicating the exact wording, as some respondent might have difficulty with, or interpret very differently, and perhaps irrelevantly, particular question” (p. 412). The researcher chose the type, because the researcher should make question that answer can be answered clearly and detail. The researcher should make a question that the participant can free to answer and there is no limitation. There were three participants after doing the selection based on the criteria of the research subject. The interview was done 1-2 times with the variety of the time and situation and condition that had been agreed.

In the standardized open-ended, the questions should be structure it is some basic questions. Types of constructional of question format that was used by the researcher is open-ended item. Kerlinger (1970) defined, “open-ended items is as those that supply a frame of reference for respondents’ answers, but put a minimum of restraint on the answers and their expression”. The researcher chose the item, because open-ended items were flexible, it allowed the interviewer to probe so that she may go into more depth if she chooses, or to clear up any misunderstandings, it enabled the interviewer to test the limits of the respondent’s knowledge (Cohen et al., 2011, p. 416).
In addition, responses mode that used in interview is unstructured response. Cohen et all. (2011), the respondent was allowed to give answer in whatever way. It was same with open-ended item. In the response mode, the participant could feel free to answer and do not worry about the limitation to answer. Hence, information could be obtained. Then, confidentiality informant was guaranteed with the way do not say informant identity.

**Data Analysis**

The researcher started to find the finding from transcribe the result of interview. Cohen, Manion, and Marrison (2011) wrote, “Transcription represents the translation from one set of rule systems (oral and interpersonal) to another very remote rule system (written language)” (p. 426). After transcribing, the researcher should do the member checking for assess validity in the qualitative research. Simon (2011) said, member checking is the process of verifying information from the participant and to see the validity. In the final interview, the researcher repeated again interview result by oral or writing report to the respondent. It happened because the researcher can do correction of interview result, if there was mistake.

After the member checking process had done, the researcher should do open coding, axial coding and selective coding. Open coding was activity giving codes in the segments (Strauss and Corbin, 1990, p. 561). In the open coding, the researcher should choose the information selectively, such as can be showed on a line by line, phrase by phrase, sentence by sentence, paragraph by paragraph or
unit of text by unit of text basis (Cohen, Manion, and Marrison, 2011, p. 561). In the coding, the researcher should give a code in the participants’ answer. Thus, the researcher should do the axial coding. According to Cohen et al., (2011), The researcher should categorize the information from the result of open coding.( p. 561). Therefore, move on the selective coding, according to Cohen et al. (2011), The researcher selected which information that has similarity. The researcher analyzed the data that has already been gathered and categorizes the data into two parts, where each part contained same information related to answer the research questions.