

Chapter Three

Methodology

This chapter discusses the methodology which is adopted by the researcher. The methodology was presented in four parts. The first part presents the research design used in this study. The second part presents the populations and sample taken in this study. Then, the third part discusses data collection and reason of choosing the method. Finally, data analysis is elaborated at the end of this chapter.

Research Design

This research was conducted by using qualitative research method. Qualitative research was appropriate to be used in this research because it had relevance to the objective of this research. Qualitative research is concerned with the experiences, opinions, and feelings of individuals producing subjective data (Hancock, 2002). The purpose of the qualitative research is to explore phenomenon from the perspective of education students (Creswell, 2012). This research was conducted because there were several things that yet known related to the phenomenon of impromptu question from the teacher in teaching and learning process. In this research, there were two research questions, the first was “How do teachers give impromptu question in teaching and learning process?” and the second was “What are the impacts giving impromptu question in teaching and learning process?”. In qualitative research, the researcher collects the data based on words from a small number of the participants (Creswell, 2012, p. 16).

The design under qualitative research used the descriptive qualitative method. By using a descriptive qualitative method, the researcher gathers and

interpret the information provided by the participants about the phenomenon. Furthermore, the descriptive qualitative method can dig deeper the understanding of the social world.

Setting and Participants

Setting. This research was conducted at English Education Department of Universitas Muhammadiyah Yogyakarta. The researcher had two reasons for choosing English Education Department as the setting of this research. First, the researcher knew that impromptu question strategies had been applied to students of English Education Department. As the purpose of the research, the researcher wants to investigate the impact of impromptu question in teaching and learning. Second, the researcher knew that there is no research in English Education Department of UMY that investigates the impact of impromptu question in teaching and learning process.

Participants. In this research, the researcher selected three students of English Education Department of Universitas Muhammadiyah Yogyakarta batch 2013. The researcher chose three students in this research because of flexibility reasons. They were easy to access and have available times to conduct interview for this research. Participants of this research were taken using convenience sampling method. Convenience sampling method is one of the most effective and easy ways to select the sample as Cresswell (2012) argued that the researcher only selects participants because they are willing and available to be studied. Another reason is that, convenience sampling is a type of nonprobability or nonrandom sampling where members of target population meet certain practical criteria, such

as easy accessibility, availability at a given time, or the willingness to participate (Etikan, Musa, & Alkasim, 2016). The reason for choosing the students in batch 2013 was because they have learned more than 6 semesters. It can be assumed that they have more experiences about impromptu questions in their teaching and learning process.

The selection of the participants was done to make the information obtained to be able to represent the perceptions and responses about the impromptu question that have applied on each class EED UMY batch in 2013. In addition, the researcher used a pseudonym in this study to mention these three participants. Pseudonym was used to protect the secrecy of the participants.

Data Collection Methods

The interview was used as data collection method to obtain needed information to answer the research questions. According to Cannel and Kahn (1968), as cited in Cohen, Manion, and Morrison (2011), interview has been defined as two-person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused on the content specified by research objectives of systematic description, prediction, or explanation. It means that participants can to express their opinions, views, and feelings about the research. The interviewer should inform the participants about the purpose of the interview, and asked them to be honest yet without risking biasing response, and should strive to put the participant at ease (Cohen, Manion, & Morrison, 2011). The interview was conducted in the Indonesian language aiming to minimize misunderstanding. It helped the participants to understand the

questions easily. The questions designed in the interview guideline were open-ended questions that enable the researcher to explore more information. Open and ended questions allow the participants to create the options for response the questions, so that the participants could give the information and experiences freely without being forced in answering the questions. The interview process was conducted approximately 5-10 minutes for each participant. Furthermore, the researcher decided to use audio recording and take a note during the interview.

Data Analysis

After collecting the data, the next stage involved analyzing the interview. In the first step, the researcher transcribed the recorded conversation into text and the second step was coding. Moreover, before coding the conversation, the data was sent to the participants as member checkers to check the validity. After the participants had confirmed that the transcription was valid, then the last step of analyzing the data was coding. According to Kerlinger (1970) as cited in (Cohen, Manion, & Morrison, 2011) coding has been defined as the translation of the question responses and information of the respondent that have specific categories for the purpose of analysis.

There were three steps of coding. The first step was open coding. In this step, the researcher conceptualized, and categorized the data. The second step was axial coding. The researcher took the points of all the coding contents and grouped them into one similar category. The last step was selective coding. This step was the selection of the point from the interview that is relate to the topic of

the research. Then, the data were categorized, analyzed, and related to the literature review.