

Chapter Three

Methodology

This chapter presents the research methodology that is used in this research. It consists of four parts; research design, research setting and participant, data collection method, and data analysis. The first part explained qualitative research as a research design and the reason of deciding the research design. Then, the second part is the details of setting and participants. The third part is the description of data collection methods used in this research. The chapter ends with discusses how data will be analyzed.

Research Design

The research design that was used in this study is qualitative research. Qualitative research is done to understand human's thought and behavior in their perception (Holloway & Wheeler, 1996). Donald (2002) asserted that "qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of setting, situations, and participants. The qualitative research includes a number of different methods, such as ethnography, case study, naturalistic observations, focused interviews, and historical" (p. 37). While Creswell (2009) said that "a qualitative research inquiry employs different philosophical assumptions; strategies of inquiry; and methods of data collection, analysis and interpretation" (p. 173). In conclusion, by using qualitative method, the researcher could capture the students' perception and opinions of teachers' humor based on their experience.

Furthermore, the design of this research is descriptive qualitative research. According to Burns and Grove (2003), “descriptive research is designed to provide a picture of a situation as it naturally happens” (p. 201). Based on the explanation above, the researcher believes that descriptive qualitative research design is an appropriate research design for this research because the researcher wants to report the result of students’ perception clearly by using descriptive research form.

Research Setting and Participants

In this part, the researcher discusses the setting and the participants of this research. In the research setting, the researcher explains the setting of place and time of the study.

Research setting. This research took place at Universitas Muhammadiyah Yogyakarta (UMY), particularly in English Education Department. There were some reasons why the researcher chose EED of UMY as the place to conduct this research. First, the researcher sees that the lecturers in EED of UMY used humor in their teaching and learning process. Therefore, the students at EED of UMY have experienced the use of humor for learning purpose. The researcher believed that there are different reactions from the students about the teachers who use humor in the class and those who do not. Second, the researcher is a student at EED of UMY; which makes the researcher easier to collect the data. For the setting of time, the researcher took the data on October, 2017.

Research participants. The participants of this research were students in English Education Department of Universitas Muhammadiyah Yogyakarta (EED

of UMY) from batch 2013. The participants of this research consisted of four students. These students were appropriate to be the participants because these students had experienced and identified various teachers' ways in teaching, including the use humor in the classroom.

In qualitative research, there is no clear rule in selecting the number of participants. This is in line with Cohen, Manion, and Morrison (2011) that there is no clear rule of participant's numbering qualitative research. The researcher was free to determine the number of participants. In addition, to make the sources of the data more confidential, the researcher changed the name of the participants to Luna, Rara, Dina, and Rani.

Data Collection Methods

Data collection is an important aspect of any kinds of research study. Rouse (2016) noted that, "data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate of interest". Inaccurate data collection can affect the results of research and eventually induce invalid results. Heaton (2004) in his statement said that "data collection can be derived from a number of methods, which include interviews, focus groups, surveys, telephone interviews, field notes, taped social interaction or questionnaires" (p. 37).

Research Instrument that applies in this research is Interview. Interviews are good way to get thoughts and feelings of participants on a particular topic, event or action in a very personal level and detail (Punch, 2009). Interview was chosen because the researcher contends that interview is the appropriate form to

gathering the information from students based on their experience that was related to this study. Roulston (2010) stated that conversational interview allows the interviewer to customize the questions, replaces the order of questions, eliminating some of the questions, or delve the answer deeper that seems odd. Besides, face-to-face interview between the interviewer and the interviewee offers valuable opportunities to the interviewer to see facial expressions, intonations, and body language/gesture. So, the interviewer or researcher will know what exactly the participants means or wants to say.

Researcher used semi structured type of interviews in the process of collecting data. As Corbetta (2003) said, "an interview guide is also used, but additional questions can be asked" (p. 270). However, the researcher can give specific explanations on any complicated questions, or ask extra questions to help participants understand the questions fully and answer the questions clearly. It helped the researcher quest more information or more detailed perception from the participants.

Before doing the interview, the researcher made the interview guideline. The interview guideline contains the questions based on the purposes of this study and theories related to this study. After that, the interview was held as the appointment made by the researcher and the participants. Next, the researcher asked several questions to the participants. However, the interview was conducted in *Bahasa Indonesia*, because *Bahasa Indonesia* is the first language of the researcher and the participants. *Bahasa Indonesia* was used to avoid misunderstanding between the researcher and the participants. The interviews

were recorded by using a mobile phone. Member checking is to allow a participant to read and check the transcript that includes the information about them, to make sure the data were true. As Merriam (1988) said that participants were asked to reconfirm the data when interpretation is not credible. Furthermore, this study needs 2 weeks to collect the data.

Data Analysis

This research found out the students' perception on teachers' humor in teaching learning process. Therefore, the researcher used some steps to analyze the data. The steps are transcribing, member checking, and coding. The following part explains the steps of analyzing the data.

Transcribing. The researcher transcribed the audio from each participant after the interview process. Kvale as cited in Cohen et al (2011) stated, the transcript can become an opaque screen between the researcher and the original live interview situation. Thus, the researcher writes down all of the things in audio during the interview.

Member checking. After transcribing the data, the researcher did member checking. Member checking is to allow a participant to read and check the transcript that includes the information about them, to make sure the data were true. Therefore, the researcher gets a valid answer from the participants. As Merriam (1988) said that participants were asked to reconfirm the data when interpretation is not credible. The participants of this study rechecking the interview transcript. Then, two of participants changed and added their

information and others stated that the interview transcripts are the same as their statement of the interview process conducted.

Coding. Then, the next step is coding. Coding was applied for this research to identify students' perceptions on teachers' humor in the classroom based on the result of interview. Coding has been defined by Kerlinger as cited in Cohen et al (2011) as "the translation of question responses and respondent information to specific categories for the purpose of analysis" (p. 559). The coding analysis consists of open coding, analytical coding, axial coding and selective coding.

Open coding. First, open coding, the researcher identified or categorize the phenomena found in the text of students' statement. Cohen et al (2011) stated that "open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, paragraph-by-paragraph or unit-of text-by-unit-of-text basis. Then the codes can be grouped into categories, with the categories given a title or name by the researcher" (p. 561). In this way, the researcher can determine the desired focus of the interview result.

Analytic coding. Second, after the open coding, the next step is analytical coding. In analytical coding, the researcher translated all of the students' statements into English language and determined the theme of information. Cohen et al (2011) stated that "an analytic code might derive from the theme or topic of the research, the literature, or, responsively from the data themselves" (p. 561).

Axial coding. Third, axial coding. After the researcher translated the students' statement and determined the theme of information; the researcher grouped the similar statements from the participants into the same theme.

Selective coding. The last step of data analysis is selective coding. The researcher selects the point of categories into the core category that was related to the purposes of this study. Cohen et al (2011) noted that "selective coding identifies the core categories of text data, integrating them to form a theory" (p. 562). The researcher found the finding of this study through selective coding.