

Chapter Three

Methodology

This chapter provides a description of methodology that the researchers used. A brief explanation about the approach that researcher use such as research design, research setting, research participants, instrument of the study, data collection procedure and data analysis are explained in this chapter.

Research Design

This study applied qualitative method. According to Creswell (2012), qualitative research is “best suit to address a research problem in which you do not know the variables and need to explore” (p. 16). Moreover, this statement is in line with the purpose that this study has. The purpose of this study is to explore the perception, feeling and experience of the students on the use of Edmodo as a supplementary tool in an EFL Classroom. In the other words, it can be said that the study had no specific variables that hence, it required some explorations in order to get a key concept from participants.

Furthermore, a descriptive qualitative was used as the design in this study. Since the main method that was used in this research was exploration, so the result of the study was rich and full of description. Meriam (1998) defined descriptive qualitative through the end of the product and she argued that descriptive qualitative is the study that at the end will produce a rich, thick description of the issue under the study. For this reason, descriptive qualitative was chosen as the design of this study.

Research Setting

This study took place at English Education Department of Universitas Muhammadiyah Yogyakarta. This place was chosen as a place to conduct a research since EED of UMY is one of Universities in Yogyakarta that has addressed the advance of technology in education. It is evidence that Digital Technology in Education subject that has been inserted as one of compulsory subject in curriculum. Other courses that integrate technology are Innovative Technology, and ICT in Language Teaching. Another reason in choosing EED of UMY as a place to conduct the research is that there are many lecturers that also use Edmodo as a supplementary tool in their teaching process such as Material Design, and Research Methodology subject. For this reason, EED of UMY would be suitable place to explore the perception of the students towards the use of Edmodo as a supplementary tool.

Moreover, time of conducting the research, this study started at the beginning of November 2017 of an odd semester batch 2017/18 and conducted in a month. The first week of the month was allocated to collect the data from participant while second week was used to transcribe and do member checking. Moreover, after doing member checking, the researcher preceded the data by giving the code or label to every finding and analyzed it by doing content analysis. After analyzing the data, the researcher reported the finding and discussion it in chapter IV of this study.

Research Participants

Students of EED of UMY batch 2014 were served as participant of this study. The reason why choosing students of EED of UMY batch 2014 they have

taken more than 3 different subjects that integrated technology in the teaching and learning process. Thus, this is expected that the students could give rich information about their perception towards the use of Edmodo as supplementary tool in language teaching. Another reason was that they already took Digital Technology in Language Teaching subject in which in this course, the students are not only having an account as a student in Edmodo but they also had an account as a teacher. Hence, by having students of EED of UMY batch 2014, the participants could give rich information about learning activity, the feature, the benefits and the challenges in Edmodo since they had experienced learning with Edmodo from both teacher and student perspective. As a result, the students could give some suggestions for the implementation of Edmodo in language teaching.

Moreover, the sampling strategy that was used in this study was non-probability sampling. Non-probability sampling is a strategy to get an access to the sample in which “every member of the wider population does not have an equal chance of being included in the sample” (Cohen, Mannion, & Marison, 2011, p. 153). Since the aim of this study is to investigate the perception of student towards Edmodo, so the students that were served as participants were the students that experienced learning with Edmodo. It can be said that not every member of the sample in this study had the same chance to be a participant of this study. Thus, non-probability sampling strategy was used in this study.

Furthermore, the sampling technique that was used in this study was purposive sampling. Cohen, Mannion and Marisson (2011) argued that purposive sampling is “used in order to access “knowledgeable people” in particular issue” (p. 156). From the illustration above, it could be said that purposive sampling was

suitable technique for this study in which in this case, knowledge about Edmodo and experience on using Edmodo were the specific aspects in this study. For this reason, purposive sampling technique was used in this study.

Additionally, on choosing the participants; the researcher chose the students of EED of UMY batch 2014 who had experienced in learning using Edmodo. The researcher also chose the participants who have completed taking Digital Technology in Education Subject and were actively participated in every activity in Edmodo. Total participants of this study were four students of EED of UMY batch 2014 from all classes. In the other words, one student from every classes participated in this study.

Data Gathering Technique

Interview was the instrument that was used to investigate students' perception on the use of Edmodo as a supplementary tool in an EFL Classroom. Cohen, Manion, and Morrison (2011) defined interview as a "flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard" (p. 409). Tuckman (1972) also stated that the purpose of having interview as the instrument is to "gather the information having direct bearing on the research objective" (as cited in Cohen et al., 2011, p.411). For this reason, interview was chose as the main instrument of this study since the objective of this study aims to investigate students' perceptions on the use of Edmodo as a supplementary tool in an EFL classroom.

The type of interview that was used in this study is standardized open-ended interview. According to Patton (1980), standardized open-ended interview is a type of interview that the items are ordered in advance and the interviewer

will ask the question based on the guideline in the same sequence (as cited in Cohen et al, 2011). He also argued that this type of interview was chosen to avoid missing response and to promote the organization of the data (as cited in Cohen et al, 2011).

Identically, indirect question format was used in this study in order to get a rich description about the result. Tuckman (1972) argued that indirect question produces a rich and open response (as cited in Cohen et al, 2011). Additionally, the type of response of this instrument was unstructured response. Cohen et al., (2011) stated that unstructured response is a type of response in which the participants have a freedom to give their own answer or opinion. He also said that in unstructured response, the interviewer has a limited control over the response, so that the participants can say whatever they want (Cohen et al., 2011).

Correspondingly, during the interview, the participants were asked about how they felt when using Edmodo and how they perceived the features and activity in Edmodo. Questions on how students perceived the benefits of Edmodo and challenges they faced when using Edmodo were also asked to answer the research question of this study. Moreover, short questions about demographic information of the participants were also asked in a very beginning of the interview process.

Data Collection Procedure

As it was stated that the instrument of this research was interview, the technique that the researcher used to collect the data was conducting the interview. As a first procedure to collect the data, the researcher tried to borrow Edmodo account of the student in every class and after that observed the students

who were active during the learning process in Edmodo. To ensure that the researcher choosing participants that met the criteria, the researcher also asked the lecturer of Digital and Technology subject for suggestion on the list of students in each classes who were active when learning with Edmodo. Hence, after doing those procedures, the researcher got in total four students that participated in this study.

After finding the participants that met the criteria, the researcher contacted the participants and asked for their availability to conduct the interview. The time and place of the interview were set beside on the agreement between researcher and participant. The interview process was conducted in Bahasa Indonesia in order to avoid misunderstanding between the researcher and the participants. Bahasa Indonesia was also chosen in order to alternate the difficulties of participants when speaking in English. As a result, rich description of every question was achieved. Additionally, the interview was conducted in approximately ten to fifteen minutes. Every conversation that happened between the researcher and the participants were recorded using phone recorder under the permission of participants.

Data Analysis

To analyze the data that has been gathered, the first step that researcher do was transcribing the data. According to Cohen et al., (2011), they argued that transcribed represents the translation from oral system into written language. It can be said that transcribing is a process of transforming the data from audio into written format which is in this case, the audio format is the record of interview.

After the data has been transcribed, the researcher did coding that was defined by Kerlinger (1970) as “translation of question responses and respondent information to specific categories for the purpose of analysis” (as cited in Cohen et al, p.559). Cohen et al, (2011) also defined coding as a process of labeling a piece of text that describes an idea or information. From the definition above, it can be said that coding is a process of giving a name or label into a piece of information that is contained in the data.

Moreover, the processes of coding that is used in this study are open coding, analytic coding, axial coding and selective coding. The first process is open coding. According to Strauss and Cobbin (1990), open coding is a process of describing and categorizing a piece of text with a simple label. In the other word, open coding is a process of giving a first label in to an idea that a piece of text might contain. Thus, the label that the research gave should describe or represent the idea.

In a process of open coding, the researcher gave label such as “student feeling when using Edmodo” to every statement that indicated the student emotion when using Edmodo. Another label such as “student perception towards the features of Edmodo” also gave to every statement that represented their perception towards Edmodo. Another label that the researcher gave are “the activity that students done when learning with Edmodo”, “students’ perception towards the activity”, “students’ perception towards the benefit of Edmodo” and “the challenges that student face when learning with Edmodo”. In this stage, the statement of participant of this study was labeled based on the name of the flowers such as Mawar, Dahlia, Kenanga and Anggrek.

The next process in coding is analytic coding. As its name, analytical code does not only describe the idea but it also interprets the idea (Cohen, et al., 2011). Hence, in this stage, the researcher gave some interpretation into a descriptive code. Another process of coding is axial coding. Strauss and Corbin (1990) defined an axial code as a process in which the data that has been segmented will be reconnected in a new process following the open code (as cited in Cohen et al., 2011). In a word, in this stage, the researcher will connect the category with the subgroup of the category.

In analytic and axial coding the researcher interpreted and presented relevant information. As an illustration, the researcher interpreted the statement of “not boring” when being asked about the activity as one of the students’ perception towards the activity in Edmodo. The researcher also presented statements of another participant that has relevant information. For instance, first participant also mentioned that the activity in Edmodo as “not boring” and the researcher labeled it with “student perception towards the activity” and researcher interpreted it and added it with another statement that had the same label.

The last stage in coding is selective coding. Cohen et al., (2011) stated that “selective coding identifies the core categories of text data, integrating them to form a theory” (p. 562). In this stage, the researcher had to select the text of data that contains similar idea and then categorized it with the main category. For instance, in this study, the researcher integrated the core category of the findings such as “ease the students to access material” and “improves vocabulary mastery” as a finding that implies Edmodo helps student to learn.

However, before the data is analyzed, the researcher checked the validity of the data by conducting member checking. The researcher asked the participants availability to check whether the transcriptions of the data were relevant and valid to what the participants said during the interview. After that, the researcher analyzed the data by doing content analysis. According to Krippendorp (2004), content analysis is the data analysis technique in qualitative method that is aimed to make valid inference from text to the context that they are use (as cited in Cohen et al., 2011). On this step, researcher analyzed the frequency of each code that appears in the text in order to get the result of the study that was being conducted. In fact, the researchers added the bullet and numbering for every statement that has the same interpretations in order to analyze the frequency of the code. After that, the researcher drew a conclusion based on the data that have been gathered.