Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. There are five sections namely research design, research setting, research participants, research instrument, data collecting procedures, and data analysis technique. Several theories are also included in this chapter to support the methodology in this study.

Research Design

The aim of this research was to find out CLT activities for university students and to investigate students perception on the CLT activities. Based on the aim, the researcher used a qualitative method since it enabled the researcher to find out detailed information. Kamberelis and Dimitriadis (2005) as cited in Onwuegbuzie and Leech (2007) explained that qualitative research is a kind of investigations and explorations to find out the details information that the researcher collects the data by face to face and interacts with participants in a place of the research. Additionally, According to Creswell (2012), qualitative research is appropriate to be employed when it will identify research participants' opinion, belief, perception, response or perception. Meolong (2007) mentioned that qualitative method is a research method that produces descriptive data in the form of written or spoken words of the participants and behavior observed. Therefore, from those qualitative research definitions, the researcher believed that the qualitative research was the appropriate research method to explore the participants' perceptions in this research.

Furthermore, to find detail information about the activities of the CLT and detail information about students perception toward those activities, the researcher adopted a descriptive qualitative research design at a private university in Yogyakarta specifically

the English department. According to Lambert and Lambert (2012), this method is very useful when the researcher wants to know events, who involve, what are involved, and where things take place. They added that the goal of qualitative descriptive studies is a comprehensive summary in terms of specific events experienced by individuals or groups of individuals.

Research Setting

English Language Education Department (ELED) at one of the private universities in Yogyakarta was chosen as the setting to conduct this research. There were two reasons why the researcher chose this major in this university for doing the research. Firstly, this major has already implemented the communicative language teaching as a method of teaching and learning process known based on the researcher's experience. The lecturers at the department have implemented the CLT method at speaking classes by doing role play, group work discussion, and presentation activity. Those activities belong to CLT having said that the students can practice communicating with their friends, and one of the principles of CLT is to make students practice communicating as much as possible (Richard &Rodgers, 2001). Therefore, the researcher believed that this major was the correct place for conducting this research. Secondly, in this university especially for the major, it was the place that the researcher studied so that it made the researcher easier to gather the data because the researcher knew well about the teaching and learning process at this major. Besides, it also eased the researcher to organize the participants' time and place for doing the interview. This research was started on 10th of July 2017 to 16th of April 2018.

Research Participants

The participants of this research were four students at ELED in a private University in Yogyakarta. They were students of batch 2017 from different classes. The researcher chose those students by considering several factors. Firstly, the students of batch 2017 took a class of speaking and listening skill where they had studied how to communicate with other people, so they could practice the target language to develop their communicative competence. Besides, because they were still fresh students, the researcher believed that they had to develop their communicative competence. The researcher chose the participants from different classes because students had different learning activity experiences, so that the researcher could get a lot of information from them.

The researcher chose the participants based on their activeness during the classroom activity. Also, the researcher chose the participants based on the criteria because the researcher wanted to get a lot of information from the participants especially about their perception during the classroom activity. The researcher did not choose the students of batch 2016, 2015, and 2014 since they took a speaking and listening class at the beginning of their study, so it could reduce the validity of the data if the researcher asked them to be the participants. Therefore, the researcher believed that the students at ELED in a private university in Yogyakarta of batch 2017 as the participants were appropriate for this research. A pseudonym was used in the interview because the researcher intended to keep personal information of the participants, and the participants pseudonym used are Mawar for participant 1 the gender is male, Lily for participant 2 the gender is female, Melati for participant 3 the gender is female and Anggrek for participant 4 the gender is female.

Research Instrument

This research was conducted to find out what the CLT activities were implemented for students at university level and to investigate the students' perceptions on those CLT activities. Thus, in this research, the researcher utilized two instruments, observation and interview.

Observation. To gather the data, the researcher did an observation to do qualitative study. Observation was appropriate applied in this study because the researcher could get alive data. According to Cohen, Manion, and Marrison (2011), observation offers an investigator the opportunity to gather 'live' data from naturally occurring social situation, and it also allows the researchers to record non-verbal behavior. Besides, observation was useful for adopting observation since one of the aims of this study was to find out the CLT activities implemented in the classroom for the students. Thus, observation became the main instrument to gather data for the first research question which was about the implementation of CLT activities for students at university level.

However, the researcher used highly structured observation type since the researcher had already known, planned, and prepared what the researcher had to do in the observation. Using this type of the observation, the researcher had already known what the purpose of doing the observation was and what the researcher looking for was. According to Cohen et al. (2011), in highly structured observation, the observer knows aims of doing the observation, so that the observer should prepare for the observation categories or the purpose of the observation should be set at first. In this research the purpose of the observation was to find out the CLT in the classroom activities. Besides, in this observation the researcher enrolled as a complete observer that the class

members did not know if the observer included in the class activity. Cohen et al. (2011) stated that the researcher only observes the class and also the members of the class will know when they are being observed. The tools that the researcher used during the observation were paper and pencil to do the note taking, and cell phone camera to take a video and some picture.

Interview. The researcher used the interview as a research instrument to collect the data of students' perception to CLT activities implemented at ELED in a private University in Yogyakarta. Besides, the researcher conducted the interview to investigate the participants' perception and to gain information of their experiences when studying at ELED in a private University in Yogyakarta. Khan (2014) stated that an interview provides an exclusive opportunity to uncover rich and complex information from an individual. Thus, by having interviews, the participants can express their opinions and tell their experiences.

In this research, the type of the interview questions used open-ended questions because the research required conducting in-depth interview to get a lot of information. This idea was supported by Kerlinger (1970) as cited in Cohen et al. (2011) who said that using open-ended questions has minimum restraint and control on the perception of answers and expressions. The researcher utilized Indonesia language in conducting the interview. There were two reasons why the researcher used Indonesia language in doing the interview. The first reason was to avoid misunderstanding between the researcher and the participants. For the second reason, it was to ease the participants to understand the questions so that the researcher could get much information. Hence, during the interview, the audio recorder was used to record whole conversation when the participants answer all the interview questions.

There are two types of the interview question format, namely direct and indirect questions. According to the Tuckman (1972) as cited in Cohen et al. (2011), the interview question format is either direct or indirect questions. In this research, the researcher conducted the interview through the indirect format because the researcher wanted to get a lot of information. According to the Cohen et al. (2011), the specific questions as direct questions maybe cautious or guarded and give less honest answers. From the opinions above, the researcher also believed that the indirect questions were the proper question formats to conduct this research.

For the perception mode of this interview, the researcher utilized an unstructured perception. Based on Cohen et al. (2011), an unstructured perception allows the participants to answer whatever they want, and it has no limitation for the answers. Thus, if there was no limitation of the answers, the participants could answer the interview questions freely, and the data will be rich and deep in conducting this research.

The tools that the researcher used to record the interview were a mobile phone to record the participants' answers of the interview and a note to write some important points when doing the interview. Hence, those tools used in the interview were really helpful for the researcher to gather the data and to ease the researcher to remember the important information.

Data Collection Procedures

To collect the data, the researcher decided to choose the class for the observation before conducting the observation. The researcher did the observation in four classes. The researcher decided to choose two classes of listening and speaking for academic purpose class and two classes of listening and speaking for career development class

because those subjects were focused on speaking for the students of batch 2017. It was the subject which had more oral communication activities than other subjects. Afterwards, the researcher made an observation checklist. Then, the researcher asked for permission to the lecturer who taught those classes to conduct the observation. Also, the researcher made an appointment with the lecturer to do the observation. The duration for each observation was around 200 minutes from the beginning to the end of the lesson. The researcher did the observation in four times which means in one class the researcher only did one observation.

The researcher's role in observation was as the complete observer. Cohen et.al (2011) explained that a complete observer is an observer who only observes and not a part of the group being observed. During the observation, the researcher observed, recorded, and took a note. The researcher did not get involved in the activity done by the group being observed. The researcher did notes-taking including in the observation checklist to get other information.

In addition, the procedures of the data collection consisted of several steps. Firstly, the researcher made an interview guideline. The interview guideline helped the researcher to organize the questions that the researcher would like to ask to the participants. Secondly, the researcher made an appointment with the participants to ask their readiness in doing the interview. After the participants had decided to do an interview, the researcher and the participants set the place and schedule for the interview based on the agreement of the researcher and participants. The duration of each interview was approximately 20 minutes for 2 questions. The tools that the researcher used to record the interview were a mobile phone to record the participants' answers of the interview and a note to write some important points when doing the

interview. Hence, those tools used in the interview were really helpful for the researcher to gather the data and to ease the researcher to remember the important information.

Data Analysis Technique

In this part, the researcher explained steps in analyzing the data. There were four steps namely observation checklist analysis, transcribing the data, coding, and member checking.

After conducting an observation, the researcher analyzed all the information that the researcher got from the observation. Besides, the researcher checked the result of the observation by looking at the note. Besides, the researcher watched the video of the observation to find out other information which was not written by the researcher on the note and observation checklist related to the research. The type of observation used in this research was highly structured observation. In analyzing the data from highly structured observation, the researcher observed the pattern of the class or saw the activities during the class. According to Cohen et al. (2011), "for structured observation, the researchers can count frequencies, with references to individual, groups, classes, events, activities, behaviors and so on" (p. 464).Thus, the researcher identified which one the classroom activities belonged to CLT by reflecting it with the definition of CLT, Principles of CLT, and role of the students' and teachers' in CLT.

After collecting the data through the interview, the researcher moved to the last step, data analysis. In the data analysis, the information from the interview was transcribed into written data. Then, the researcher asked the participants to read and ensure that there was not any mistake on the interview transcription. The aim of this activity was to make sure about the validity of the data. According to Creswell (2012), member checking is a process to check the accuracy of the interviews by asking each

participant. He also added that this activity is one of the important aspects that the researchers must consider. The member checking result showed that there were no changes for the interview transcribe.

After all of those activities were finished, the researcher started to analyze the data by doing a coding. According to the Cohen et al. (2011), the definition of the coding is the translation of the question perceptions from the participants to be put in specific categories for the purpose of the analyses. They also added that there are different kinds of coding, namely open coding, analytical coding, axial coding, and selective coding. Thus, in this research, the researcher analyzed the data using four kinds of coding mentioned previously.

In addition, according to Cohen et al. (2011), open coding is a part of the data analysis concerning with identifying, naming, categorizing and describing phenomena found on the text. Essentially, the researcher wrote each line, sentence, paragraph or unit of the text. After doing the open coding, the researcher did the analytical coding. Cohen et al. (2011) stated that analytical code is more than descriptive coding, and it becomes more interpretive. In the analytical coding, the researcher made the categories of the information and divided them into themes. Also, the researcher translated the Indonesia statements to English. Furthermore, Cohen et al. (2011) stated that axial coding is a process of related codes (categories and properties) to each other through a mixture of inductive and deductive thinking. Besides, the researcher divided the categories based on criteria related to the research questions. Moreover, According to Strauss and Corbin (1998) as cited in Cohen et al. (2011), selective coding is a process of choosing one category to be the core category related to all other categories. They also said that selective coding identifies the result of core category in the text based on

data collected. Therefore, the researcher explained and reported more detail information

of data collection results in the chapter four especially in finding and discussion.