Chapter Three

Research Methodology

This chapter discusses the methodology which is used to operate the research. It consists of some points such as design of the research, setting of the research, participant of the research, the instrument of the research, technique of data collection, and data analysis.

Research Design

This research investigated about students' perception on using Padlet in improving writing skills at ELED of a private university in Yogyakarta. Based on the research purpose, the researcher used qualitative design to collect, gather, analyze and interpret the data. Cresswell (2014) defined that qualitative design as a design to reveal peoples' behavior, attitude, perception which enables the researcher to identify specific population to collect data. The selection of qualitative research was the data that were gathered in descriptive form. This research focused on describing opinions of the participants regarding with their perception on Padlet. It was also appropriate to develop ideas or hypothesis toward benefits and problems of Padlet which was used in writing. As the students' perception and their view based on their experience on using Padlet, qualitative design was appropriate used in this research.

A method under qualitative research design which was appropriate to gain detailed information and specific respond for this study was descriptive qualitative. Lambert (2012) revealed that descriptive qualitative research is a research used to describe, analyze, and summarize a hypothesis in specific events experienced by

individuals or groups of individuals. By using this research design, the researcher described and explained the benefits and the problems on using Padlet in improving writing skills at ELED of a private university in Yogyakarta for the students.

Setting of the Research

The research was conducted on 10 - 15 March 2018 with 6 participants at ELED. There were three reasons why the researcher chose the department. The first reason was that Padlet was a familiar platform for the students and the lecturers because Padlet was implemented in their learning and teaching activities. They knew how to use the platform, found benefits and problems when using Padlet. Some of the ELED subjects involved the implementation the platform as learning and teaching tool. The second reason was that Padlet had not been observed yet at the ELED. In previous study at the ELED, The researcher found the same aspect which focused on writing skills, but this study and previous study used different platform. This research focuses on Padlet and previous study used Edmodo as the platform. This research obtained different result of data with previous study. The third reason was that the researcher was a student of the ELED because of term of accessibility. The researcher and the participants could meet easier to conduct interview process. This made the data collection easier to use due to access to the setting and participants.

Participant of the Research

These participants were the students at ELED of a private university of Yogyakarta batch 2015. The researcher chose six participants in this study. The researcher chose six participants because this study used small sample standards from

Interpretative Phenomenological Analysis (IPA). IPA is an investigative method to seek in detail how an individual experience about a phenomenon in a perspective concerns with ways of exploration of lived experiences and life events (Smith, 2009). Small sample standard from IPA is between 6 – 8 participants to achieve phenomenological insight. IPA is useful methodology to gain the detailed analysis of personal experience (Smith, Fower, & Larkin, 2009).

There are some reasons why she chose the students at batch 2015. Firstly, the students implemented Padlet in their learning activity and they had a lot of experience on using Padlet. Secondly, they had used Padlet as the platform in regular class to practice writing more often than 2016, and 2017 which were still attending classes at ELED. The researcher observed those batches about using Padlet before using batch 2015 as the participants. The students at batch 2017 never implemented the platform. The students at batch 2016 implemented the platform twice. The students at batch 2015 had four classes of using Padlet. Those classes were Innovative and Argumentative Writing, Innovative Technology, Technology Teaching and Learning, and Digital Technology. The researcher used the participants who had the most implemented Padlet because she investigated more information about Padlet especially the benefits and the problems of using Padlet in English writing.

The researcher chose six participants who had criteria that they were students at ELED and had implemented Padlet more than one year. The researcher chose the participants from three different categories of understanding of Padlet.

Those were high, middle, and low implementation of Padlet. To know the categories,

the researcher selected six participants' files and downloaded the files. She calculated

grammar mistakes of their writing. The files which are the highest of grammar

mistakes will be low category. The files which are the lowest of grammar mistakes

will be high category. The files which are not the highest and the lowest, the

participants will be middle category. Why the researcher chose different categories of

the participants because she wanted to gain deep and extensive information not only

the benefits but also the problems on using Padlet in English writing. To know the

participants, the researcher asked the lecturers the address of Padlet for their teaching

practice by using Padlet. After the researcher chose the participants from the address,

the researcher downloaded students' works on the address. The researcher chose the

level of students with three categories. There are high, medium, and low English

ability. To know the criteria, the researcher chose six samples of students' works and

calculated some grammatical mistake. The highest score of grammatical error became

low level of the participants. The middle score of grammatical error became middle

level of the participant and the lowest score of grammatical mistakes became high

level of the participants. To make data more accurate, she asked the participants who

were chosen by the researcher to the lecturers and she asked to the lecturer what the

participants were appropriate for this study.

   The pseudonym was used in this study. The participants were six people.

Participants one was Mega , participants two was named Maya, participants three was

Langit, participants four was named Pelangi, participants five was named Fajar, participants six was named Cerah.

Data Collection Method

The researcher used the interview as the method of this research to gather the data. The interview is a flexible tool and enables the researcher to control the interviewees' answers in order to gain complex and deep response (Cohen, Manion, & Morrison, 2011).

Instrument. In this study, the researcher used interview guideline as an instrument to gather the data. Paton (1980) as cited in Cohen, Manion, and Morrison (2011) defined that interview guideline is an outline form which consists of some questions related to the topics or problems in this research. The outline improves detailed information and makes specific data collection for each participant to avoid logical gaps in the data. The researcher used these interview guidelines to ask a series of structured questions and gain further response. Thus, the answers could include all variables with complete and in-depth description.

In the interview, the researcher used open-ended questions. The questions could explore the participants' opinions freely without pressure. The questions of interview guideline were seven questions which were divided into three categories. The first was the implementation of using Padlet, the second was the benefits of using Padlet in writing skills, and the last was the problems of Padlet in improving writing skills. The interview used *Bahasa Indonesia* to avoid misunderstanding information and gap interaction between the researcher and the participants because *Bahasa*

Indonesia was their native language. Other tools were added in the interview process. There are a note, pen and recorder as tools in interview process which will make gather the data more accurate (Opdenakker, 2006).

Techniques of data collection. When collecting data with interview, the researcher followed some steps. First, the researcher identified students who were involved in this research. To identify the participants, the researcher asked recommendation from the lecturers who implemented Padlet in their teaching and learning. The researcher asked an approval to access their Padlet's address and chose six students who were involved in categories of this study. Those categories were high, medium, and low implement of Padlet. The researcher also considered their English writing skill levels. After the participants had selected and they agreed to become interviewees, the researcher made an appointment about time and place to interview.

Next, the researcher did interview with the participants. In this step, the researcher explained the purpose of this research, why the participants could be chosen, and described in detailed view of the research (Boyce & Neale, 2006). After the participants understood, the researcher conducted the interview. The place and time were chosen based on the agreement between the researcher and the participants. The interview was conducted at the campus. The researcher started collecting the data on March 2018. The data was collected from 10th to 15th March 2018. The time of the interview was conducted from eight minutes to twenty two minutes. After the data

collection, the researcher spent approximately two weeks to analyze the data. Moreover, it was finished on March 24, 2018.

Data Analysis

The researcher used some steps to collect the data. The steps were transcribing data, coding the data, and reporting the data. Firstly, the researcher transcribed data. The data were obtained from the interview recording. All the recording contents were transcribed by the researcher. Transcribing aimed to ease the researcher in analyzing the data. Next, the researcher arranged the participants' answers related to the research.

Member checking. This step was conducted when process of transcribing finished. To make the data more valid, the researcher checked the transcription of the interview. The research asked to the participants about the transcription that they agreed about the original form of the statement. The process was called as member checking technique. The technique can explore reliability of results and check accuracy with the participants' experiences (Harper & Cole, 2012).

In this case, there was one statement from one of six participants was still unclear information which has ambiguous statement. The researcher clarified first to the participant. If they agreed the statements, the transcription did not be changed. All participants agreed their statements which were used to analyze by the researcher. Next, the researcher coded the data.

Coding. Coding is a label which is used to categorize specific information (Cohen, Manion, and Morrison, 2011). The function of coding is to identify similar

information and search the data which have the same categories. The coding also can help the researcher to define contents and concepts of the research.

There are several types of coding. They are open coding, axial coding, and selective coding. Open coding creates categories. Based on the criteria, the categories are decided by the researcher. The categories concern in specific theme and synonym. Open coding can be performed phrase by phrase, sentence by sentence, and paragraph by paragraph. In open coding, the researcher gave symbols to make a category in a finding. The researcher made a symbol for open coding process. The symbols are learning activity, feature, function, advantage, and problem.The coding assisted the researcher to do the next step of coding data. Axial coding is the set of procedures to combine some statements into small units with following open coding (Cohen, Manion, & Morrison, 2011). This coding works within one category related to connect with subgroups of the category and another. The researcher underlined some important statements which supported to this research and she made a theme from the statement to list main idea from that statement. This step helped the researcher to do the next step of coding and there was selective coding. Selective coding is the important categories of the data with a theory. The theory is related to the statements of the data from axial coding and open coding. Selective coding is the simplest coding. The selective coding is called as main "story line" or the simplest coding (Cohen, Manion, & Morrison, 2011). The researcher found specific theme and she gave some references in line to the statement for the participants to make data more

valid and accurate in finding and discussion. Lastly, the researcher reported and

analyzed the finding and discussion.