

Chapter Three

Methodology

This chapter presents the explanation of the methodology applied in this study. It includes the description of research design, the setting and participants, data collection method, and data analysis.

Research Design

This study aimed to find out the students' perception on the performance based on their experience in the group discussion at English Language Education Department in private university in Yogyakarta. For achieving the objective, a qualitative research design was used as the research design in this study. This design fitted with this research which explored the opinions of the participants' experiences. Cohen, Manion, and Morrison (2011) defined that "qualitative is an in-depth, intricate, and detailed understanding of meanings from the voices of participants, and probes issue that lie beneath the surface of presenting behavior and actions (p.201)". Creswell (2012) mentioned that "qualitative approach does not restrict the views of participants (p.205)". It means that the qualitative approach does explore the opinion from the participants.

This research also used method of descriptive qualitative. This method was embedded because the researcher wants to know the detail information, opinion, about the students' perception on the factors affecting their performance in group discussion. This method, descriptive qualitative, fitted to this research because the

researcher could demonstrate the data using description. Maxwell (1992) cited in Sandlowski (2011) stated that descriptions must always accurately convey events in their proper sequence, or have descriptive validity, and the meanings of participants attributed to those events, or have interpretive validity.

The researcher chose this design because qualitative research design intended to explain or revealed the participants' perception of their experience in joining a group discussion, so that qualitative research became an appropriate research design. According to Creswell (2012), qualitative research is suitable for the researcher who intends to find out more detailed results of the study. It means that by using qualitative research, the researcher developed detailed understanding of a central phenomenon and explore the problems. Based on the explanation above, the qualitative design was suitable to be used for this study because the researcher explored the performance of students in group discussion. Moreover, the researcher got more detailed answers based on their perception through using qualitative research. The researcher found the answers of the research question in descriptive qualitative design. The finding of the research was presented in a form of description.

Setting and Participant

Setting. This research was conducted at English Language Education Department in private university in Yogyakarta. There were several reasons why the researcher selected this department to conduct this study. First, the writer chose

ELED of university in Yogyakarta because it applied group discussion in teaching and learning process. Moreover, the writer is also a student of ELED of university in Yogyakarta, which means that the writer can describe the group discussion like interaction among the members. Then, it was easier for the researcher to set the time and schedule to meet the participants in order to gather the data for this study. Thus, the participants became more convenient. Starting from October 2017, the researcher conducted interview to gather the data.

Participants. In determining the number of participants, the researcher took the theories from Creswell (2012) who stated the characteristic of qualitative research is small sample size. The researcher conducted the study with two participants. The participants were currently enrolled students at ELED of university in Yogyakarta batch 2015 who attended the class for about 75%. They had gone through five semesters because the researcher had perception that the participants had a certain experience about the knowledge basic to share a topic, how to present the case, having a good mentality to progress the group discussion, so they had experienced to do a lot of group discussion since the first semester. Therefore, they understood the situation of group discussion, had cooperative behavior, and became communicative in speaking.

Data Collection Technique

To collect the data, the researcher used an interview technique. The interview was an instrument for gathering the information. Based on the problem limitation, the

researcher needed a certain guideline to design the interview guideline. The guideline focusing on the performance of students in group discussion is the factors affecting group discussion which based on Brindly is opinion (1987) including knowledge, motivation, and speaking skill where these factors are the certain basic of the problem limitation.

The data collection method was conducted in some steps. The researcher prepared the questions before doing the interview. The researcher took standardized open – ended interview as type of the interview. An open ended interview is a way of gathering information from the participants. An interviewer asks questions of a participants, who then answers those questions. The interview is considered open-ended because even though the questions can be scripted, the interviewer usually doesn't know what the contents of the response will be. In addition to full filling the original interview objective, the provided complete explanations can lead researcher. Participants also can clarify what they mean. The researcher wants to explore about the perception of the students on the favtors affecting their performance in group discussion. This means that the participants got same basic questions in the interview process. The researcher asked the questions and recorded the answers. The researcher conducted the interview and asked question using Bahasa Indonesia to prevent misunderstanding during the interview. The use of Bahasa Indonesia made the participants convenient in answering the questions during the interview because the

researcher and the participants used Bahasa Indonesia in their daily activity. The interview guideline can be seen in appendix.

Data Analysis

After the researcher finished the interview, she moved to the process of transcription. To make sure or to get valid data, the researcher did member checking each of participant. The data from the interview was transcribed into a written form. Transcribing, defined by Creswell (2012), there is the process of converting audiotape recordings or field notes into text data. To ensure the validity of the data, the researcher did member checking by showing the transcription of the interview to be checked by the participants. The aim of the member checking was to make sure that there was no addition or deletion of the information from the participants. After the participants approved the data transcription, the researcher analyzed the data. Frankel and Wallen (2003) claimed that member checking is a process of asking the participants to review the accuracy of the data. After that, the researcher did coding. After finishing the coding, the researcher reported the data in a form of descriptive qualitative. The process of coding is explained below:

Open Coding. Open coding was the first step to describe and to categorize the data transcription. This was the basic of coding analysis. Cohen, Manion, and Morison (2011) stated that open coding can be performed on phrase by phrase. The

researcher had to do open coding first before doing the next coding because open coding usually was the general information.

Axial Coding. The second step to analyze the data was axial coding. Axial coding means the process of breaking down large numbers of codes into some groups. Axial coding is was also the process of summarizing the data from open coding. Axial coding related to codes and sub categorizes (Cohen, Manion, & Morriison, 2011 (p.562). In this step of coding, the researcher categorized the data which is done to do selective coding.

Selective Coding. Selective coding became the last step in coding. The process of axial coding is was to make a theme based on axial coding. The purpose of doing selective coding is was to find out the theory based on the category in axial coding. Based on Creswell (2012) in selective coding is the grounded a theorist from the interrelationship of the categories in the axial coding model. On the other hand, the researcher did this three steps coding because these were parts of qualitative research.