Chapter Three

Methodology

In this chapter, the researcher explains the methodology used in this study. The presentation in this chapter begins with the description about the research design used in this study. The next sub chapter explores the setting and participants of the study. Subsequently, this chapter explains the data collection method and the technique of analyzing of the data.

Research design

In doing a research, the researcher needs to select the methodology in order to answer the problems of the research. Choosing the right methodology will help the researchers to find a way to reach the purpose of the research. The aim of the research is to describe, explore, solve, conclude or summarize the problems of the research in a convincing way.

The purpose of this research is to know the students' perceptions towards E-learning. According to Creswell (2012), qualitative research is one of the research designs which does not use variables but use exploration instead to address a research problem. This statement is matched with the aim of this study. The purpose of this study is to explore the perception of the students towards E-learning. It can be said that the study has no specific variables that hence, it requires some explorations in order to get the information from participants. Therefore, this study applied a qualitative method as its research method.

The researcher chose descriptive qualitative as the design for this research. Meriam (1998) defined as the study that at the end will obtain a rich, thick description of the issue under the study. Since the main method that is used in this research was exploration, so the results of the study are also rich and full of description. For this reason, the researcher used descriptive qualitative as the research design to explore the students' perception towards E-learning at ELED.

Setting of the research

This study is conducted at ELED of private university in Yogyakarta because this department has implemented technology in teaching learning process. Some courses in ELED that integrate technology or E-learning in teaching learning process are Innovative Technology (IT), Information and Communication Technology (ICT), Digital Technology in Education, and academic presentation. For this reason, this department has become an appropriate place to find out the students' perception towards E-learning. Further, it is a fact that student with various level of engagement to technology also present at ELED. Hence, the result of this research addressed the problem at the place. The researcher is also a student of ELED, so it is easier to access the data collection method.

Participant of the research

The participants in this study were the students at English Language Education Department of a private University in Yogyakarta batch 2015. The researcher took 6 students from 4 different classes that have taken all subjects related to E-learning. The first step in choosing the participants was through approaching the representative of the students. The researcher then asked the representative of the class some information

about students who have familiar with technology and those who have struggling with it. After gained their data and found that the students are suitable for this study, the researcher then contacted all the students recommended by the representatives of the class. Through this step, 4 female students and 2 male students are selected as the participants on this study and are agreed to be the participants of this study. In order to keep participants' privacy, the name of the participants will not going to be mentioned. The researcher only use the initial for each participant such as P1 for participant one, P2 for participant two, P3 for participant three, P4 for participant four, P5 for participant five, and P6 for participant six. The reasons why the researcher chose the students from batch 2015 were because they have taken all subjects that related technology. As the researcher expected, the participants gave rich information about E-learning activity, the benefits, the challenges, and their suggestion in implementing E-learning since they have experienced learning with it.

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 E-learning, so the students that were served as participants were the students that experienced learning with E-learning. 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.

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

Data Collection Method

In this study, the researcher used interview as the method to investigate ELED students' perception toward E-learning. According to Schostak (2006), an interview is an extendable conversation between partners that aims at having 'in-depth information' about a certain topic or subject. The goal of having an 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 is chosen as the main instrument of this study since the objective of this study is aimed to gather information about students' perceptions toward E-learning. There are various types of interview, but the type of interview that is used in this study is standardized open-ended interview. Gubrium & Holstein (2002) point out that, unlike the structured interview, this kind of interviewing is an open situation through which a greater flexibility and freedom is offered to interviewers and interviewees, in terms of planning, implementing and organizing the interview content and questions.

The introductory questions were asked in the very beginning of the interview process. The next kind of questions that also asked to participants were about E-learning activity, students' perspective about the benefits of E-learning and the challenges

students faced when conducting E-learning.

The instruments of this study consisted of interview guideline and voice recorder. The function of the recorder was to record the data during the interview process with the participants. Then, to easily organize the question and delivering the questions, interview guideline was applied by the researcher. The researcher applied some of the theories experts' definition in determining the interview guideline and found out the problem in the real context of this research.

Data Collection Procedure

The researcher started the research time on March, 2017, and approximately finished in one month. In 3 weeks, the researcher has collected and transcribed the data and the rest of the weeks was distributed on analyzing the data and reporting the result.

The researcher contacted the participants first and asked for their availability to be a participant in this study. The setting time and place while doing the interview were flexible. It means that the researcher has settled an agreement about the time and the place to conduct the interview with the participants. The given time while doing the interview is around seven until twenty minutes. The media for recording the participants' voice was using researcher's personal device. The researcher used *Bahasa Indonesia* while doing the interview because the researcher and the participants are using *Bahasa Indonesia* as our mother tongue. So there is no misunderstanding between both the participants and the researcher and so that the participants expressed their thought and ideas more freely without language barrier.

Data Analysis

After obtaining the data from the interview, the next step was to analyze the data.

There are several compulsory steps after doing the interview. First of all was transcribing. Transcribing is the most important step in interviewing. According to Cohen et al., (2011), transcription 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.

In order to keep the trustworthiness and the originality of the data, the next must-to-do step was a member checking. The researcher first sent the transliterated data gained from the interview through email to each participant to check whether the data transcribed is precisely and completely taken or not. Then after all the participants agreed that the data was precisely right, the next step was coding. Kerlinger (as cited in Cohen et al., 2011) defines coding as the translation of questions responses and respondent information to specific categories for the purpose of analysis. In line with Karlinger, Strauss and Corbin (cited in Cohenet al., 2011) pointed out that coding is the procedure of breaking down sections of text data into smaller units and then inspecting, relating, theorizing, and classifying the data. From those definitions, 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.

There are four categories of coding done while analyze the data which are used in this study. The first category was open coding. According to Khandkar (2010), definition of open coding in general means taking notes based on observation, recording events or interviews, gathering documents etc. In the analysis phase, when you are going through the data you often mark important sections and add descriptive name or 'code' to it.

Through this step, the researcher broke down the data into first level concepts, or master headings, and second-level categories, or subheadings.

After all that way, the next category of coding done by the researcher was analytical coding. In point of fact, the analytical coding is almost the same with open coding, however, analytical code does not only describe the idea but it also interprets the idea (Cohen, et al., 2011). In this case, the researcher gave some interpretation in the text data into a descriptive code. The text data that has been given codes was given label category by the researcher to make contacts among each category. This stage is called as Axial Coding. Strauss and Corbin (1990) defined an axial code as a process in which the data that has been segmented has reconnected in a new process following the open code (as cited in Cohen et al., 2011).Eventually, the researcher has selected the text of data that contains similar idea and then categorized it with the main category (Cohen et al., 2011). This is known as Selective Coding. After doing all the steps above, the researcher concluded all the data that have been gathered.