Chapter Three

Research Methodology

This chapter covers methodology of the research including research design, research setting, research participants, data collection method, research instruments, data collection procedure and data analysis. In this chapter, the researcher provides the information related to the way the researcher gain and analyze the data. The consideration is needed to choose the appropriate method.

Research Design

This study aimed to find out students' perception on teachers' syllabus presentation at the beginning of the course at English Language Education Department (ELED) in one of the private universities in Yogyakarta. This research aimed to investigate the participants' experience of teachers' syllabus presentation at the beginning of the course at ELED. Based on the objective above, qualitative research method was used in this research. According to Creswell (2012), qualitative research provides an explanation of people's feeling, explanation, and opinion. In addition, by using qualitative research, the researcher was allowed to get deep and rich information from the participants. Moreover, this statement is in line with the purpose of this study. This study wanted to explore the perception, feeling and opinion of the students on the teachers' syllabus presentation at the beginning of the course.

This study used descriptive qualitative as a research design. It was expected that the researcher was able to depict the findings by using straight forward descriptive conclusion of a problem (Lambert, 2012). Lambert also stated that the goal of qualitative descriptive research is to obtain comprehensive explanation which is explained based on the participants' answer.

Research Setting

This research was conducted at English Language Education Department in one of the private universities in Yogyakarta. The reason was because the researcher found the problem/phenomenon in that department, in that some teachers of that department always do teachers' syllabus presentation at the beginning of the course, but some others did not do it. From that case, the researcher provided the teachers about students' perception on teachers' syllabus presentation at the beginning of the course. It was useful for the teachers to be consideration and reflection toward their courses.

This research has been finished in twenty four weeks. The first chapter is the introduction that took 3 weeks to write. The research has been started from the third week of October. The second chapter is about literature review that also took three weeks to write. In chapter three, the researcher explained research methodology and data gathering instrument that took four weeks. For gathering/collecting data from the participants, the researcher needed two weeks. Gathering or collecting data started when all of the students were in active

learning and teaching process. After gaining data, the data analysis has been finished in four weeks. The last one was reporting the findings or data. The reporting process took eight weeks. Finally, this research is finished in the second week of April 2018.

Research Participants

For gathering the data, the researcher needed to carefully select group of people to be the participants. The participants should meet certain criteria. The certain criteria were the participants of this research were active students who enrolled in the semester of English Language Education Department batch 2014 in one of the private universities in Yogyakarta. It was because batch 2014's students have had more experience on teachers' syllabus presentation at the beginning of the course since they have been studying for more than three years at English Language Education Department. The other criterion was the participants should have attended more than 10 times the first meeting of the course, especially in teachers' syllabus presentation at the beginning of the course. That is because the participant could provide more explanation and perception based on many times experience they had.

The researcher gained the information from four participants who met the criteria for this research. Total participants of this research are four. The number of participants was considered because the data that is gotten from four participants had already answered the research question. The statement of

participant of this study was labeled based on the name of flowers such as Anggrek, Asoka, Azalea and Aster.

Research Instruments

To start doing the interview, the interviewer/researcher needed some instruments to help the interviews run well. The first instrument was the interview guideline. The interview guideline was created by the researcher based on the purposes of the research and was related to the research questions. It helped the interviewer to ask the questions.

The second instrument was a recorder. When the interview process was conducted, the interviewer provided recording application on the mobile phone as an instrument/tool to record the interviewees' statements. It was because the statements or the information from the interviewee can be repeated so that the whole information is not lost.

Data Collection Method

To gather the deep and rich data, this research used the interview as data collection method/technique. According to Patton (as cited by Cohen, Manion, & Marrison, 2011), there are four types of interview. They are informal conversational interview, interview guide approach, standardized open-ended and closed quantitative interviews. To increase the comprehensiveness of the data and make systematical data collection for the participants, the researcher chose

interview guide approach as the type of interview. It is designed in order not to limit naturalness and relevance of the questions and answers, but the sequence of questions is determined (Patton, 1980, as cited by Cohen et al., 2011).

In order to obtain deeper information from the participant, the researcher used open-ended item/questions as the construction of schedule. Cohen et al. (2011) stated that using open-ended questions allows the researcher to inquire the deeper information and also clarifies any misunderstanding. The following question format was designed to be indirect questions. It was because indirect question might lead the participant to explore a lot of information because the questions indicate a general problem. By answering the general or indirect question, the participant followed it to provide rich information. The questions that were asked to the participant were about students' perception on the adequacy of the content of teachers' syllabus presentation and the benefits of teachers' syllabus presentation at the beginning of the course.

Data Collection Procedure

The researcher chose the participant by asking short question to make sure that the participant can be selected based on the criteria of this study. After the participant was selected, the researcher asked the availability of the participant to be interviewed. The interview time and place were decided between the researcher as the interviewer and the participant as the interviewee. The interview was conducted approximately 10 minutes for each interviewee.

Related to the interview process, the interviewer used *Bahasa Indonesia* during the interview. It was because both interviewer and interviewee use *Bahasa Indonesia* as their first language, so it made both of interviewer and interviewee easier to speak. However, in order to report the data, the data were translated into English.

Data Analysis

After the researcher conducted the interview and got the data, the researcher transcribed the data into the written form or text. It was exactly the same as what participant saying in the recording. Based on the previous statement, the researcher translated the transcription into English form. The researcher also used pseudonyms for all of the participants. The reason is for keeping the confidentiality of the participants' identity. Before the researcher conducted data coding, the researcher ensured that the data is complete. The researcher asked again about the data from the participant, and it is called member checking. Member checking is conducted to clear up misunderstanding or unclear statement from the participant. During member checking, the participants are allowed to recheck the data and give more information.

Finally, the data was coded in sequenced step. According to Cohen et al. (2011), Coding is a process done by the researcher to identify similar information. In the coding process, the researcher identified the transcription of participants' information. The researcher followed some steps stated by Cohen et al. (2011).

Those are open coding, analytical coding, axial coding and the last selective coding. The first step was open coding. In this step, the researcher gave a name or labeling the information/data. Strauss and Corbin (as cited by Cohen et al., 2011) revealed that open coding is the process of defining and generating categories of the text data into some units/points. In a process of open coding, the researcher gave label "the content of syllabus of teachers' syllabus presentation" and "the benefits of teachers' syllabus presentation" in every statement that indicated those points.

The second step of coding was analytical coding. Cohen et al. (2011) stated that analytical coding is not only descriptive code. It is a process of the researcher to break down information into smaller unit/segment. In this step of coding, the researcher got the theme or topic from the information. The third step was axial coding. Axial coding is a process of making a connection between one subgroup of that category with another subgroup (Cohen et al., 2011). In this step, the researcher also gave a number on each point. It was for counting the number of a point being stated from the participants.

In analytical and axial coding, the researcher interpreted relevant information. As an explanation, the researcher interpreted the statement of "I think so far the information that is given by the lecturer has covered everything for one semester, so I think it is enough" when the researcher asked about the adequacy of the content of teachers' syllabus presentation. The researcher also presented statement of another participant that has relevant information. For instance, first

participant mentioned that the adequacy of the contents of teachers' syllabus presentation as "I think so far the information that is given by the lecturer has covered everything for one semester, so I think it is enough" then the researcher labeled it with "students' perception on the adequacy of the content of teachers' syllabus presentation". Then, the researcher added it with another statement that had the same label.

The last step of coding was selective coding. Selective coding is the process of identifying the point or core category then concentrated into theory, as stated by Cohen et al. (2011). In this step, the researcher concluded the category into descriptive form. It enables for the researcher to face a new theory.

However, before the data was being analyzed, the researcher checked the validity of the data by conducting member checking. The researcher asked the participant availability to check the completeness of the transcriptions of the data. Then, all of the participants gave the response that the transcription of the data was complete. After made sure that the data was complete, the researcher identified the point and added the numbering for every statement that has the same interpretations. Finally, the researcher drew a conclusion based on the data that have been collected.