Chapter Three
Methodology

This chapter explains the methodology of the research to conduct the research. It includes the research design, research setting, the participants, data collection technique, data collection procedure, and the last was data analysis. In the research design, the researcher discusses the design and the reason why the researcher used that. Then, in the research setting, the researcher discusses the place and time, where and when the researcher took the information from the participants. In research participants, the researcher explains the participants involved in this research. Furthermore, in data collection method, the researcher explains the ways to gather the data. The last, in the data analysis, the researcher describes how to analyze the data.

Research Design

The aim of this research was to find out the students' perception on the use of *Bahasa Indonesia* in teaching and learning English at English Language Education Department (ELED) of a private of university. This chapter discusses and focuses to get the point and deep information about the students' perception. Based on the objectives, the researcher used the qualitative method. The reason why the researcher chose the qualitative method was first, the research aimed to investigate the problem and to develop knowledge as the major phenomenon, which was the use of *Bahasa Indonesia* as medium of instruction in EFL classroom. For obtaining the problem as the major phenomenon, qualitative research is used since "a central phenomenon is the key concept, idea, or process studied in qualitative research" (Creswell, 2012, p. 16).

The qualitative design has several designs, and one of the designs is descriptive qualitative research design. Descriptive means that the result at the end of the study should be detailed and deep for the explanation to understand of the entity being investigated (Merriam, 1998). It was because the researcher wanted to have detailed information about the students' perception on the advantages and the disadvantages of using *Bahasa Indonesia* in EFL classroom, this design allowed the researcher to explore and describe the details of the students' points of view.

Research setting

The research was conducted at ELED of a private university in Yogyakarta. The reasons why the researcher chose ELED of a private university in Yogyakarta was based on the researcher' experience as a student of English Department. In her department the teachers still used *Bahasa Indonesia* when teaching English. She believed that English as a target language should be fully used during teaching and learning process. However, *Bahasa Indonesia* is still often used in English teaching and learning process in this ELED of a private university in Yogyakarta. Therefore, the researcher chose this university as research setting. The research was conducted in May 2018. The researcher took one month to conduct the research.

Research Participants

In this research, all the participants were three students of English Education Language Department. The researcher took three participants with the following criteria; the participants had joined the first to the fourth semester meaning the participants experienced in learning four skills as well as joining content based classes focusing on the theory of teaching and learning English. The next criterion

was one participant with satisfying GPA, one participant with very good GPA, and one participant with extremely good GPA. The GPA category was based on the guidance book of the university. The score for satisfying GPA was 2.0-2.75, the score of very good GPA was 2.76-3.50, and for the extremely good of GPA was 3.5-4.0. The last criterion is that all of the participants experienced in joining the English classroom by using *Bahasa Indonesia*. Therefore, the researcher chose three participants in the second year with appropriate criteria. The three participants were coded as Participant One (P 1), Participant Two (P2) and participant Three (P3). Therefore, their real names remain confidential.

Data Collection Method

The researcher used interview as the technique to collect the data and interview guideline as the instrument. Interviews were used to collect the data in order to get more detailed and deeper information. According to Cohen, Manion, and Morisson (2011), interview is used because interview is a flexible tool to obtain the data from research participants. The interview in this study was conducted orally and it provided more intensive answers. The researcher used open-ended interview. Kerlinger (as cited in Cohen *et al,* 2011) defined briefly that open-ended provides the answer of respondents widely. Open-ended is not limited the question to be investigated.

There were several procedures conducted in this research. The researcher made interview guideline to ask the participants. Furthermore, the researcher selected the participants who were suitable with the criteria of research participants. Moreover, to conduct the research, the researcher made an agreement with the

participants to involve in the study. Next, the researcher made a schedule to interview the participants. The interview was conducted in *Bahasa Indonesia*. It was because the use of *Bahasa Indonesia* made the participants easier to explain their idea. Moreover, it made the researcher got the information clearly and easily. The tools used for the interview was cellphone to record the interview session. Then, the researcher did the interview for about 12-15 minutes for each participant.

Data Analysis

After doing an interview, the researcher transcribed the result of interview into a written form based on the results of recording. Transcribing the data was an important step in an interview. According to Cohen *et al.* (2011), transcript was the most important step in the interview to avoid data loss, and reduction of data authenticity. In the process of copying the recorded data, the researcher wrote the original statement from the participants. The participants were participant one (P1), participant two (P2), and participant three (P3). Furthermore, the researcher did member checking to make sure that the data was not manipulated. If the researcher found unclear data from the participants, the researcher contacted the participants to do additional interview and get the detail information. Member checking is important as proof of the data and information obtained from participants is trustworthy. Cohen *et al.*(2011), stated that member checking is the confirmation process or made sure that of participants that involves giving the questions about their response itself. When doing the member checking the researcher did not get any revision from the participant.

The last step is analyzing the data. The researcher used coding to analyze the data from the participants. According to Cohen *et al*. (2011), coding was the process of translation of questions interviewed to participants and responses or information from participants into specific categories. In addition, Strauss and Corbin stated that coding was the procedure of dispense sections of text data into reduced elements (as cited in Cohen et al, 2011). The coding includes open coding, analytical, axial and selective coding. In analyzing the data, the first coding done was open coding. In open coding, the researcher gives label to the participants' answer. The next coding was analytical. In the analytical coding, the researcher categorized the participants' answer. Furthermore, the researcher analyzed the answers of the participants that has been transcribed became more interpretive. The next coding was axial coding. An axial coding is a type label credited to collection of open codes whose represents are parallel in meaning. Then, the last coding was selective coding. According to Cohen *et al.* (2011) the category of selective code is the essence of the data text taken and made for a theory already formed. In the last, the researcher did selective coding addressed the finding into the category to answer the research questions.