

## **Chapter Three**

### **Methodology**

The third chapter of this research discusses the methodology used to answer the research questions presented in chapter one. This chapter starts by discussing the research design. This chapter consists of six points including research design, research setting, research participant, instrument of the study, technique of data collection, and analysis of data.

#### **Research Design**

The purpose of this research was to seek the student's perception on the use of Edmodo to motivate students to learn. In this research, the participants explained their experience during their study at ELED of Yogyakarta private university. Because the researcher wanted to explore the phenomenon related to student's perception on the use of Edmodo to motivate students to learn, the researcher chose to apply qualitative research design. According to Creswell (2012), qualitative research design involves collecting the data based on small individual words in order to get description from the participants. Creswell (2012) also stated that qualitative research is used when the researcher explores the problem then develops details about a central phenomenon to be understood. Based on Creswell's statement, the central phenomenon is the key of an idea, the concept, and the process studied in qualitative research design.

Based on the explanation above, the researcher used descriptive qualitative as a research design. The use of descriptive qualitative was appropriate for the research purpose because the researcher wanted to report the results of the student's perception. According to Lambert (2012), descriptive qualitative is a comprehensive summary of certain phenomenon in daily activities experienced by individuals or the group of individuals. In addition to creating a comprehensive summary related to what the participant says, the researcher should obtain the data in its natural circumstance from the participant. This is supported by Lambert (2012), who stated that qualitative descriptive research tend to attract a natural investigation which warrants a commitment to learn something in its natural condition as far as possible in the context of the research arena.

### **Research Setting**

In order to collect the data, the researcher prepared the appropriate method for data collection. In this section, the researcher discusses the setting of place, and the setting of time related to the research. Then, the complete explanation is explained by the researcher in the paragraph below.

**Setting of place.** This research was conducted at ELED of Yogyakarta private university because some lecturers at ELED of Yogyakarta private university had applied Edmodo in their class. This made the students of this department familiar with Edmodo. Courses that used Edmodo on this university included Computer Literacy 2, ICT in Language Teaching, Academic Reading and Writing, and Digital Technology in Education. Moreover, the course that used

Edmodo at ELED of Yogyakarta private university batch 2015 was only Digital Technology in Education.

**Setting of time.** This study started at the beginning of July 2018 during the semester break in academic year 2018/19, and it was conducted in one month. The first week was allocated to collect the data from participant while second week was used to transcribe and to do member checking. Moreover, after doing member checking, the researcher processed the data by giving the code or label to every finding and analyzed it by doing content analysis that took one week. After analyzing the data, the researcher reported the finding and discussion in chapter four of this study. The reporting process took one week. Finally, this research is finished analysing in the last week of July 2018.

### **Research Participants**

In this research, the researcher determined the criteria for the participant. This was done to determine the appropriate participant for the purpose of this research. The researcher describes the detailed criteria of the participants in this following paragraph.

The participants must meet some criteria established by the researcher. Firstly, they must be a student of ELED of Yogyakarta private university that had experience in using Edmodo. The participants were three students of ELED of Yogyakarta private university batch 2015. The reason in choosing students of batch 2015 was because they used Edmodo in the fifth semester, and now they were in the sixth semester. Since they used Edmodo during their previous

semester, it was hoped that they still remember about it. Therefore, they would give more complete and clearer information. Secondly, the participant should be the students who were first less active in Edmodo, but then became more active during the course that used Edmodo because the researcher wanted to know the students who were less motivated became more motivated caused by Edmodo. At the beginning of meeting, the participants were less active in participating on Edmodo, but at the fifth meeting until the end of semester they really active in participating on Edmodo. Active students are those who often posted comment, reply, like, or give opinions in Edmodo outside their obligatory task. Then, less active students are those who not comment, reply, like, or give opinions on posts in Edmodo outside their obligatory task. They also have problems in completing assignments in Edmodo such as being late in collecting assignments. To find these three participants, the researcher asked for recommendation from the lecturer who used Edmodo. Initially, the researcher obtained 4 student recommendations from the lecturer. Then, the researcher chose only three participants because three participants were enough and had answered the research question. According to Cresswell (2012), collecting data from the smallest number of participant can be done to gain views from the participant. To ensure the participant meets the criteria, the researcher asked all participants about were they first less active in Edmodo, but then became more active during the course that used Edmodo. Then, all the participants agree that they first less active in Edmodo, but then became more active during the course that used Edmodo. Moreover, in labeling the participant's name, the researcher applied pseudonym by changing the original

name of participant one into p1, participant two into p2 and participant three into p3. It is to keep the privacy of the participants. These three participants consist of p1 is male, p2 is female and p3 is female.

### **Data Collection Method**

In this research, the researcher used interview as an excellent and powerful research method in order to get rich data. According to Myers and Newman (2007), one of the most important data collection tools in qualitative research is the interview. Myers and Newman (2007) also said that interview is a powerful research tool. The interview is an excellent data collection tool. In addition, Interview is a flexible tool to get rich data from the participants. Interview sessions enable the use of multi-sensory communication methods such as verbal, spoken, heard and non-verbal (Cohen, Manion, and Morrison, 2011). Through interview, the interviewer asked the participant about related research, then the participant provided information freely. The interviewer got rich information related to the study through direct contact with the participant. The researcher conducted the interview by using *Bahasa Indonesia* so that the participant could answer the interview questions easily because *Bahasa Indonesia* was the mother tongue of both the researcher and the participant; it avoided any misunderstanding between the participant and the researcher. Furthermore, by using *Bahasa Indonesia*, the interview process became more comfortable for both the participant and the researcher.

### **Data Collection Instrument**

For the research instrument, the researcher learned some theories regarding the study. Then, the researcher made an interview guideline related to the information from the literatures. The interview guideline consisted of some questions which fell into several categories. The researcher made the interview questions as open-ended questions. Kerlinger (as cited in Cohen et al., 2011) argued that in open-ended question, the subject of the question is determined by the nature of issues which is being investigated. There is no limit at the content or how the answers are delivered. By using open-ended question, the participant feel free in answering the question without pressure from the interviewer because in open-ended questions the participants are able to freely respond to the interview question. It also makes the participants able to elaborate more about the answer. Furthermore, to ease the data collection process, help gain in-depth interview and ensure that there is no missing data, the researcher used smartphone and paper to record and took note of the conversation during the interview session. According to Guion, Diehl, and McDonald (2001), in-depth interview involves the interviewer not only ask the question, but also document and record the response of the participant to investigate deeper understanding and meaning.

### **Data Collection Procedure**

In the data collection procedure, the researcher did several steps. Firstly, the researcher decided the participant for the interview. After the researcher decided the participant, the next step was contacting the participants to get their

agreement to be the participant of the research. To contact the participant, the researcher used social media such as Whatsapp, Line, or SMS. After the participants agreed to be interviewed, the researcher made a schedule about when and where the interview would be held. Moreover, the selection of place and time was related to the previous agreement that had been approved by the researcher and the participant. For this research, the participants were the students of ELED of Yogyakarta private university batch 2015 who were first less active in Edmodo, but then, became more active during the use of Edmodo. These participants were based on the recommendation of lecturer who had experience in using Edmodo.

The next step was the interview. Before the interview started the researcher introduced himself and told the participant the purpose of this interview, why the researcher chose the participant, and how much time would be spent. It is to make the interview process comfortable for the participant. Tuckman (as cited in Cohen et al., 2011) argued that the interviewer should tell the participant about the purpose of the interview and should make the participant comfortable. He further stated that the interviewer should also be honest and pay attention to biased responses. The researcher also asked permission from the participant that the response would be recorded, and the researcher would monitor the whole procedure. Fowler (as cited in Cohen et al., 2011) argued that before conducting an interview, the interviewer should explain to the participant what will happen, how the interview is structured and how the interview will be organized. Then, the researcher could hold the interview when the researcher and the participant had agreed to the above requirements. The interview was

conducted approximately 15 minutes for participant one, 12 minutes for participant two and 13 minutes for participant three. After the interview session was done, the researcher asked the participant if there were any additional comments related to the interview. Finally, the researcher thanked the participant for their time and ended the interview session.

### **Data Analysis**

In the data analysis step, the data should be analyzed and interpreted to answer the purpose of this research. There were several steps that must be completed by the researcher in analyzing the data. The steps of data analysis in descriptive qualitative research design were transcribing the recording into text, member checking, coding the data, reporting the finding, interpreting the finding, and summarizing the finding.

The first step was to transcribe the data from oral form into text. The researcher noted every word that the participant said. Then, to know the validity and accuracy of the data, the researcher did member checking where the researcher asked the three participants to clarify the data if misunderstanding about related data were encountered. According to Creswell (2007), member checking can involve sharing all findings with the participants, and allows them to critically analyze the findings and comments to them. In member checking process, there were participants one and two who asked to change the transcript because there were some error spellings and misunderstanding. After the transcript was revised, the researcher clarified the transcript to the participants.



Finally, the participants agreed that the transcript had been changed by the researcher. On the other hand, the participant three was fine with her transcript. After member checking was done, the next step was analyzing all the interview data through coding. Kerlinger (as cited in Cohen et al., 2011) argued that coding is the process of classifying the results of the transcript obtained from response of question and information to a specific category for analysis purpose. Hence, coding is important in data analysis of qualitative research because coding allows the researcher to identify similar information.

In this research, the researcher applied three type of coding, namely open coding, axial coding, and selective coding. In the open coding, the researcher gave a name and labeled the information/data “features of Edmodo that motivate the student to learn” and “the ways the features in Edmodo motivate the student to learn” in every statement that indicated those points. Strauss and Corbin (as cited in Cohen et al., 2011) argued that open coding is the activity in that the researcher put a new label to a piece of text to illustrate and to categorize the piece of text.

The next step was axial coding. In this step, the researcher break down the information into smaller unit/segment. Then, the researcher got the theme or topic from the information. Furthermore, the researcher gave a number on each point. It was to count the number of a point stated by the participants. As proposed by Cohen et al., (2011) axial coding is the process of connecting the subgroup with another subgroup that comes from the groups formed by open coding.

The last step was selective coding. In this step, the researcher concluded the category into descriptive form. The finding is arranged in the new table based on the category in open coding. Strauss and Corbin (as cited in Cohen et al., 2011) argued that selective coding is a process in identifying the core of the category from text data then concentrated into theory. Selective coding became the last step that the researcher took to identify the result obtained in axial coding then compiled it into one sentence to make a theory. After the coding process was completed, the researcher reported, interpreted and summarized the finding at chapter four.