

Chapter Three

Methodology

This chapter explains the methodology of the research. This chapter consists of six parts which include the research design, research setting and participants, data collection method, research instrument, data collection procedures and data analysis. The research design explains the approach of the research. The research setting describes the time and place where the research takes place. The researcher also explains the criteria and the number of the participants involved in this research. Data collection method talks about how the researcher collects the data. In the data collection procedure, the researcher discusses the procedure of the research. In the last part, data analysis is presented.

Research Design

The researcher conducted the study in which it used qualitative research because the researcher wanted to explore the students' perceptions of the benefits in joining a group discussion for students' interpersonal skills. This study comprised of the students' feelings and experiences of taking part in a group discussion. According to Cresswell (2012), qualitative research method is an approach to explore the current phenomenon that happens based on in-depth understanding from students' opinions and experiences. The researcher was able to explore in-depth information from the participants by asking several questions in order to know the phenomenon happening in EFL classroom. This approach helped the researcher to collect the information in detail.

In addition, the researcher used a descriptive qualitative research design. According to Creswell (2012), descriptive qualitative research design explores experiences and perceptions. Therefore, the researcher explored the students' perception on the benefits of the group discussion at ELED at one of the private universities in Yogyakarta. This is in line with a research carried out by Nassaji (2015) who states that descriptive research design helps the researcher understand the current phenomenon of the group discussion based on the students' experience. It is useful for the researcher to analyze students' perspective related to this study.

Research Setting

This research conducted at ELED at one of the private universities in Yogyakarta. The researcher chose this university because of two reasons. Firstly, this major implemented group discussion as one of classroom activities and most of the lecturers use the activity to conduct the teaching and learning process. Secondly, the researcher has also had a contribution in this university. Thus, the researcher has access to attain the data from this place. Furthermore, the researcher gathered the data on the third week of December 2018 to fifth week of December. The researcher interviewed participant 1 on December 14th, 2019. The researcher interviewed participant 2 on December 20th, 2019. The researcher interviewed participant 3 on December 24th, 2019. The last, The researcher interviewed participant 4 on December 26th, 2019.

Research Participants

The researcher chose the participants using a purposive sampling. Purposive sampling was chosen because it could be used to get information from specific people who have knowledge on this research (Cohen, Manion, & Morrison, 2011). The researcher interviewed active ELED students from batch 2016 at one private university in Yogyakarta. They have undertaken five semesters and had joined group discussion activities, and still now have theoretical classes. The participants' criteria are the students who actively participate in group discussions.

The researcher asked the teachers' recommendation in getting the participants based on the criterias. The researcher asked one teacher for a recommendation for the participant. The researcher, then got three names from the teacher. Then, the researcher get one other male participant from other's participant recommendation based on the guidance from the teacher. In the beginning, the researcher wanted to see the nuance of the participant based on the gender. However, the researcher found one obstacle. One male participant often canceled the appointment for the interview. Finally, the researcher decided to change this participant to another participant that is female participant.

As a result, there came to be four participants to be interviewed. The researcher interviewed one male and three females students batch 2016 at ELED in one private university in Yogyakarta. The researcher used the pseudonym technique in order to name the participants and keep their privacy. The first participant is Didi. The participant one is a male. He is 20 years old in class C.

The second participant is Arin. The participant two is a female. She is 20 years old in class A. The third participant is Lily. The participant three is female. She is 20 years old in C class. The fourth participant is Aning. The fourth participant is female. She is 21 years old in C class. Creswell (2012) stated that qualitative research consists of several participants, and there is no requirement of the number of the participants. In short, these participants are enough to answer the research question in this research because it represented English students following group discussion at one private university in Yogyakarta in depth understanding based on their perception

Data Collection Method

In order to get rich and in-depth data, the researcher used interview as the data collection method. Based on Patton (as cited in Cohen et al., 2011, p. 413), there are four types of interview, namely informal conversational interview, interview guide approach, standardized open-ended interviews and closed quantitative interviews. The researcher used interview guide approach because it gives flexibility for the interviewer and the participants conducting the interview. Patton's study mentioned that The strength of this type of interview enables the researcher in getting more comprehensive and more sequenced data.

For the construction of the schedule, the researcher used open-ended items because the researcher wanted to get broad information from the participants. The researcher can adapt the questions based on the participants' responses through follow-up questions (Cohen et al., 2011). The researcher was clarifying and exploring in-depth interview by follow-up questions to avoid misunderstanding

from the participants' answer. According to Kerlinger (as cited by Cohen, Manion, & Marrison, 2011), open-ended items gave the researcher flexibility to explore the participant's answer. Consequently, it enables the researcher to explore the question from the participants' statement.

Furthermore, the researcher also used the indirect question format and unstructured response. It helped the researcher to figure out the students' perception or personal opinion freely. The researcher did not limit the participants' answer. Indirect question format gave the participants freedom to develop their opinion because by using indirect question, the researcher could gather in-depth information based on the participants' perception.

The researcher did the interview for each participant approximately ten to fifteen minutes by using *Bahasa Indonesia*. The researcher used *Bahasa Indonesia* as the researcher and the participants' mother tongue. Thus, the participants could confidently answer the questions from the researcher.

Research Instrument

Before the researcher started the interview, the researcher needed the guidance to lead the question in order to avoid bias. The first instrument was the interview guideline that aims to make it easier for the researcher to ask questions in order to get into the purpose of the interview in answering the research questions. The researcher made the interview guideline before conducting the interview.

The researcher used a recorder to record each participant's response. To keep the data, the researcher needed a recorder to keep the completeness of

participants' data. The researcher used mobile phone to record participants' answer. It allows the researcher to keep the information authentic.

Data Collection Procedure

There were some steps employed by the researcher to collect the data. First, the researcher got three recommendations from the teacher. Secondly, the researcher contacted the participants to ask for permission to carry out the interview. Both the participants and the researcher made an appointment to conduct the interview. After the participants agreed to be interviewed, then the interview was ready to be conducted. Then, the researcher ran a piloting test in order to avoid misleading and to reduce biases out of the research question. The result of the piloting test was the valid interview guideline.

Data Analysis

There were several steps in analyzing the interview data. First, the researcher transcribed the interview into a written form which is called the transcript. This transcript contains the authentic words from the statement of the participants accurately. Secondly, the researcher gained the approval of the validity of the transcription by showing it to the participant, which is called member checking. After the researcher conducted the interview, the researcher carried out member checking for the interview validity (Cohen et al., 2011). In member checking, the researcher clarified some participant statement's by asking further question which the researcher has not understand. As a result, member checking helped the researcher got clear and accurate data from the participant before analyzing the data. Third, the researcher translated the interview from

Bahasa Indonesia into English. Fourth, the researcher analyzed the data by doing coding. Creswell (2012) mentioned that coding is giving labels or names to pieces of the text or information.

The researcher used four steps of coding to analyze the data. These are open coding, analytical coding, axial coding and selective coding (Cohen et al., 2011). The first coding is open coding where the researcher gave a label or name into general categories. In this step, the researcher gave the general categories to each participant statement by giving italic sign in each participant statement which related to this research. The second coding is analytical coding the researcher generated general categories or label. In this step, the researcher interpret the open coding into descriptive codes. The third coding is axial coding that makes connections of the theme to another theme with similar meanings into one category (Cohen et.al, 2011). In this step, the researcher made a connection between one category to another category. The fourth coding is selective coding. In this step, the researcher identified each core themes into one theme or findings of the benefits of group discussion for students' interpersonal skill in order to answer the research question. After the researcher found the findings based on analysis of the data using selective coding, the researcher elaborated the findings through reporting and connecting the findings with the theories explained in the chapter two.