Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. There are six sections in this chapter namely research design, research setting, research participants, data gathering technique, data collection procedure, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

In conducting this research, the researcher used a qualitative method,and the method under the qualitative adopted by the researcher was a descriptive design. By using a qualitative descriptive method, the researcher was able to get in-depth data, because it allows the participants to describe their experience, opinion, perception, and feeling into statements.Thus, in the last production of the answers, the researcher collected much description of Schoology's impacts. The statement mentioned is in line with Creswell (2012) who mentioned that in qualitative descriptive design, the answer will mostly be presented in descriptive text which describes the result of the study in detail. According to Hancock, Ockleford, and Windridge (2009), qualitative description exploressomething through its description or develops the newly founded theories even to develop the process of comity. The descriptive qualitativemethod aims to present the whole detail description of something which happens to theindividual or a bunch of people in dailyor what have been done (Merriam, 1998). Moreover, the main purpose of the descriptive research design is to give a reflection of a phenomenon by describing what happened thoroughly. The descriptive research design is recently being familiar in several fiels such as Education, Psychology and Social Sciences (Nassaji, 2015). It was very supportive to apply descriptive research design to this research which was including to the education field.

Furthermore, a qualitative descriptive method used by the researcher helped the researcher to collect deeper data through an individual or group of people towards the experience, opinion, perception, and feeling. This descriptive qualitative research also let the participants told their own feeling deeply. The collected data were able to develop the theories and the comity process. Moreover, the collected information could not be measured by numbers in descriptive qualitative research. Therefore, descriptive qualitative research was suitable for this research because this research investigated students' experience, opinion, and perceptionof using Schoology.

Research Setting

This study was conducted at the English Language Education Department of a private higher education institution in Yogyakarta. There were several reasons why the researcher conducted the study at this institution. Firstly, technology became a compulsory subject for the students in this institution based on the curriculum. Secondly, all teachers and students of ELED actively used technology for the teaching and learning process. Additionally, some teachers knew Schoology as one of the Learning Management System (LMS) adopted, and some of them usedSchoology in certain courses. Thirdly, there were many compulsory and elective courses usingSchoology in every semester.

This research was conducted on July 16-25,2019 in the middle of semester break. It took one week to interview all of the participants than one additional week to do transcribing and member checking to all participants.It also took one weekto do coding session and the last week was to draw the findings and discussion followed by the conclusion. A month full was taken to do all the processes of this research.

Research Participants

In doing this research, the researcher chose students of English Language Education Department batch 2017 as the participants. The reasons why the researcher chose students

batch 2017 because the students already passed almost all compulsory and elective courses. Therefore, students batch 2017 have experience of using Schoology. In addition, the researcher got more various and in-depth data answering the questions.Additionally,by having students batch 2017, the researcher got more accurate and complete information about Schoology.Creswell (2012) argued that in qualitative research, the researchers collect the data to learn from the participants in the study and the developed forms called protocols for recording data as the study proceeds. The researcher decided to choose six students batch 2017 to become the participants in this research.The participants' names were presented using pseudonymously such asBulan, Bintang, Mentari, Bumi, Pelangi and Awan. Bulan experienced using Schoology for four semesters, Bintang for three semesters, Mentari had three semesters experienced, Bumi four semesters, Pelangi two semesters, and Awan experienced for three semesters in using Schoology. All of the participants were interviewed on three different days. Bulan was interviewed on July 16th, 2019 at 14.20 pm and Bintang at 16.10 pm. Then, Mentari was interviewed on July 18th, 2019 at 13.31 pm and Bumi at 15.10 pm while Pelangi was interviewed on July 25th, 2019 at 11.21 AM on July 19, 2019 and Awan at 09.30 am.

Data Gathering Technique

This study was conducted to know the positive and negative impacts of Schoology based on students' perceptions. To get the data, the researcher did an interview to collect information from the participants. The researcher used the interview as the data-gathering technique because the interview was a suitable technique to collect the information related to participants' experience, opinion, perception, and feeling. Patton as cited in Cohen, Manion, and Morrison (2011) said "the participants answer the same questions which increase the comparability of responses, and the data are complete for each person on the topic addressed

in the interview"(p. 413). Therefore, the researcher had acquired much information by interviewing the participants.

Moreover, in doing the interview, the researcher used open-ended questions. The interview approach adopted an indirect question format which was followed by a general issue of the questions. Based onKerlinger(cited in Cohen, Manion, and Morrison 2011), the advantages of using open-ended interviews are "Open-ended interview isflexible, and it allows the interviewer to probe so that she or he may go into more depth information to clear up any misunderstanding. Also, it enables the interviewer to test the limit of participants' knowledge, encourages cooperation and helps theestablished rapport. Besides, the open-ended interview allows the interviewer to make a true assessment of what the participants believe" (p. 416).

However, the researcher adopted the unstructured response mode for the students. The researcher used unstructured response mode to make the students feel enjoyable to the interview session in order to give the answer in very natural ways with no limitation of the statement as long as related to the questions.Tuckman in cited inCohen, Manion, and Morrison (2011) said, "Unstructured response allows the participants to give their own answers in whatever way they choose" (p. 419). The researcher asked the participants by following the interview guideline and the participants answered freely. By letting the participants talk and tell their own experiences in whatever ways they wanted,the researcher got in-depth data and it was easily processed.

Data Collection Procedure

In conducting this research, the researcher did some steps to get the data. The first was choosing the participants. The first participant was Bumi who was the researcher's friend. The researcher then asked Bumi to help finding other participants experiencing in using Schoology since previous semesters. Bumi gave seven students' name and their phone

numbers to the researcher. Then, the researcher contacted them, asking them to be the participants of this research. Four out of seven students agreed to be the participants. They were Bulan, Bintang, Mentari, and Pelangi. Since the researcher still needed one more participant, the researcher asked Mentari to help the researcher. Finally, one of Mentari's friends agreed to become a participant.

After that, the researcher recontacted them via WhatsApp one by one to make an appointment to do the interview. Thevenue and time were depended on the availability of the participants.Furthermore, Bulan, Bintang, and Bumi were interviewed at Pasca Sarjana Building, while Mentari, Pelangi and Awan did the interview at the twin buildings. Indonesian language was used during the interviewin order to comfort and ease both the researcher and participants. During the interview, the researcher used a note and a pen to write important points. In addition, the researcher also used a mobile phone to record the interview. The duration of the interview was around 15 minutes up to 30 minutes for each participant.

Data Analysis

After collecting the data from the interview, the researcher analyzed the data. Analyzing the data was done to identify and find out the answers regarding the research questions. There were three steps in data analysis namely transcribing the data, member checking, and coding. For more detailed information, each step of data analysis is explained in the following paragraphs;

Transcribing the data. After doing the interview and recordingprocesses, the researcher reviewed it then transcribed all the recorded data into written form. When transcribing the data, the researcher wrote down the results of the interview from every participant's words, phrases, and sentences. Creswell (2012) maintained that transcribing the result of the interview is the procedure of translating recording or field notes into the form of

text data. The researcher used verbatim in transcribing the data, so the participants' words were written fully. The researcher did not add or omit something. It also could be said that the data was not manipulated.

Member checking. After doing transcribing, the next step done by the researcher was member checking. The researcher gave the transcript to each participant based on their names and asked them to read and check. Besides that, testing the validity of the data was using member checking. Birt, Scott, Cavers, Campbell, and Walter (2016) stated that testing validity, member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. Therefore, member checking was done to make sure that the data was not manipulated by the researcher. The result of member checking was all of the participants did not add or omit information. Thus, there was no change.

Coding. The last step of data analysis was coding. Coding became the core point of qualitative research (Cohen, Manion& Morrison, 2011). Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2012). Qualitative research was identical with coding as the most essential part of the research process. Cohen, Manion, and Morrison (2011) mentioned that there are four types of coding which must be done by the researcher namely open coding, analytical coding, axial coding, and selective coding. For more detailed information, each coding step in data analysis is explained in the following paragraphs;

Open coding. The first process of coding done by the researcher was open coding. Open coding is a process to code important answers from the participants. In open coding, the researcher bolded the textthen gave code (P1 to P6) as the label to the text (transcribing text) answering the questions. Cohen, Manion, and Morrison (2011) stated that code is labeling

what the researcher has found in the participants' statements which areprobably close as the answers in a very simple way based on the researcher's own comprehension.

   Analytic coding. After doing the open coding, the researcher did the analytical coding. In analytic coding, the researcher provided themes or topics to the answers to every question. It was called categorization. Then, all labeled statements were interpretedinto English to ease in matching the answers based on the provided research questions. Cohen, Manion, and Morrison (2011) stated that analytical code is more than descriptive coding, and it becomes more interpretive.

   Axial coding. In axial coding, the researcher created several categories in the table then inputted the data from analytical coding that matched with the category. In addition, the researchers classifiedall labels and interpreted items of the statement to ensure a similar category whether it had similar meanings or not. Also, the researcher classified them into similar categories related to the research problems in the research questions. Strauss and Corbin (2008) asserted that an axial coding refers to causal condition, a phenomenon, context, intervening conditions, actions and interactions, consequences.

   Selective coding. In doing selective coding, the researcher literally needed to be more selective because the result of selective coding was the core point of coding processes. Cohen, Manion, and Morrison (2011) mentioned that selective coding is the most important process in coding. After collecting all interpreted answers, the next step of selective coding is to select the points selectively, which statement of the participants is properly and answer the research questions. Besides that, the data in selective coding were the most important data related to research questions because the data from selective coding were the findings. According to Cohen et al. (2011), selective coding identifies the core categories of text data integrating them to form a theory. After conducting the coding in data analysis, the researcher

reported the data by explaining in the form of paragraphs to answer the research questions as findings and discussion especially in chapter four.