

Chapter Three

Research Methodology

This chapter discusses the methodology used in conducting the research. It covers some points such as the design of the study, setting of the study, participants of the study, the instrument of the study, technique of data collection, and analysis of data.

Design of the Study

This research was conducted to find out the English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY) students' perception on the use of Edmodo toward their writing skills. Based on the research purpose, qualitative research design was served as the research methodology. The selection of qualitative research was because the data was gathered in verbal than in numeric form. Besides, qualitative research focused on describing the statements from participant's opinions. As mentioned by Mesec (1998) "The qualitative research is denoted as consisting of the basic empirical material, collected in the research process, which is verbally described or narrated" (as cited in Devetak, Glažar, and Vogrinc , 2010, p. 2). Based on the Mesec's explanation, qualitative research involves the researcher to collect the data by developing explanation of people or group based on the related variable. The related variable or subject of the study becomes the phenomenon that was developed by gathering the report or opinion of the participant.

Qualitative research method is used if the research question involves exploring how people experience something, what their views are, and exploring new area where issues are not yet understood or properly identified (Hancock, Ockleford and Windridge, 2009). This study investigated the EED of UMY students' perception or their view toward Edmodo in their writing skills. The researcher explored their perception and their view based on their experiences in using Edmodo. Thus, qualitative research fits with this study and it has been used as the research method.

This research specifically used descriptive qualitative method. Sandelowski (2000) explained that a descriptive qualitative study is a detailed description of the phenomena which involves the conversation of participants and researcher. By using descriptive qualitative research, the researcher gathered and interpreted the information provided by the participants about a phenomenon. The researcher looked for the detail information related to Edmodo through the EED of UMY students' experiences on the use of this tool. In this case, the EED students had used and they are familiar with Edmodo. As explained by Creswell (2012), "a qualitative research study is needed to explore the phenomenon from the perspective of education students" (p.16).

Setting of the Study

This research was conducted at EED of UMY. The researcher started collecting the data on June 2016. It was collected on 15th up to 18th June 2016. After the data collection, the researcher spent more than a month to analyze and report the data. Moreover, it was finished on August 2016.

The researcher conducted the research in this department because of some reasons. First, some of the EED subjects involved the implementation of technology as learning tools. Second, some of the lecturers have conducted teaching and learning by using Edmodo as additional learning activities for the students. Besides, EED of UMY also offers writing subject since the first semester as the regular subjects. Moreover, the researcher was also a student of the English Education Department of UMY. Thus, the researcher received an ease when conducting her research.

The implementation of Edmodo was in Digital Technology in Education and Material Design subjects at the fifth semester. The teachers utilized Edmodo to support and facilitate the teaching activities. They created some small groups for every classes and a general group for all students. The groups were used as discussion platform where the students and the teacher shared any information related to the lesson. The materials and assignments were also shared to the groups and the students could download it. Besides, the students also submitted their assignments through Edmodo. The materials and assignments designed were very creative because they utilized the multimedia sources and creative software. Moreover, the students were also facilitated to find more information in the websites in finishing their work. It was different with traditional class because every activities in these classes were done in the virtual classroom.

Participants of the Study

The participants of this research were from EED of UMY students' batch 2013. The reasons of choosing the students batch 2013 were because these students had got much exposure on the use of Edmodo in the learning activities. Moreover, they had used Edmodo in the fifth semester of academic year 2015/2016, so they still have fresh and strong memory and they were able to provide comprehensive answers. Thus, they facilitated the information easily and clearly.

The researcher used purposive sampling to select the participants. According to Creswell (2012), "In purposive sampling, the researcher intentionally selects individuals and sites to learn or understand the phenomenon" (p.206). There were five participants who were chosen. They consisted of four females and a male. In choosing the participants, the researcher observed the activities in the groups. She already had permission from the lecturers to join and observe the students' activities in Edmodo groups. The selective participants in this study were the most active students in every classes in giving responses, reply to the post, giving comments and feedbacks and help their friends. Because students who were active and contribute themselves in the discussion probably have richer experience than the other does. Thus, they provided more information and perception about the implementation of Edmodo in teaching and learning process. As supporting by Creswell (2012) that "the standard in choosing of participants and sites is whether they are "information rich" (p. 206).

The Instrument of the Study

The researcher collected the data by conducting in depth interview. Kvale and Brinkmann (1983, 1994, & 2009) have written extensively on his books and articles, “Interview is probably the most cited instrument in the entire field of qualitative research” (as cited in Englander, 2012, p. 13). Interview is useful for getting the information of the participants’ experiences. Through interview, the interviewer asked the interviewee about the study particularly. The interviewee gave the information based on their experiences freely. Besides, the interviewer gain in-depth information about the topic or subject being researched through the direct contact with the interviewee.

For the beginning, the researcher planned the interview. She reviewed and understand some related theories about the study. From those theories, she got some information to make the interview questions. Then, she started to make the interview guideline. The interview guideline consisted of some questions that were divided into some categories. Before the data interview was conducted, the researcher conducted the interview practice first. The interview practice or pilot test is the process where the researcher tests the interview questions. It was done with one student from EED of UMY students’ batch 2013 who has similar experience in learning by using Edmodo. As suggested by (Turner, 2010), “A pilot test should be conducted with participants that have similar interests as those that will participate in the implemented study” (p. 757). The interview practice took place the same as the original interview in which the participant was asked about the questions that have been designed in the interview guideline. It was also done by using Bahasa and recorder tool. After it was done, the researcher transcribed the data recorder into text and analyze if there were flaws,

limitations, or other weaknesses within the interview design and allow her to make necessary revisions prior to the implementation of the study (Turner, 2010). From the interview practice, the researcher know how to code the data correctly and avoid the leading questions.

The questions designed were open-ended questions that enabled the researcher to explore more information. Open-ended question allowed the participants to create the options for responding so that the participant gave their information and experiences freely without being forced. The interview was delivered by using Bahasa Indonesia to avoid misunderstanding between the interviewee and interviewers. Moreover, it was facilitated by a hand phone as a tool to record the conversation during the interview process. As explained by Creswell (2012), when a researcher collects the data by using interview, s/he has to ask one or more participants by using open-ended questions and facilitate the interview with a tool to record the answer (p. 217).

Technique of Data Collection

When collecting the data with interview, the researcher followed some steps. First, the researcher identified the participants who would be involved in interview. The participants of this study were the EED of UMY students' batch 2013. After the participants agreed, the researcher made an appointment with them about the time and place where the interview was conducted. The appointment was done through the social media such as Line, BBM and WhatsApp.

Next, the researcher set up the interview with the participants. In this step, the researcher introduced herself and explained the purpose of the interview, why the

participants have been chosen, and the expected duration of the interview (Boyce and Neale, 2006). After the participants agreed, the researcher conducted the interview. The place and time were chosen based on the agreement between the researcher and the participants. The researcher started the interview by introducing her selves and the purpose of the interview also the interview questions. After the interview finished, the researcher asked the participants of additional comments or information that may be added. Lastly, the researcher thanked the participant and closed the interview.

Analysis of Data

There are some steps that were done in analyzing the data such as transcribing the recording into text, coding the data or themes, reporting the finding, interpreting the finding and summering the finding. As supported by Charmaz (2006), “The main part of the qualitative analysis of the material is formed by the coding process, i.e. interpreting the analyzed text and attributing the meaning of key words, notions, codes to its individual parts” (as cited in Devetak et al., 2010, p. 78). “Qualitative analysis of the material starts with defining the coding units, followed by the appropriate phenomena records according to our judgment and analyzing the characteristics of these phenomena, and ends with the development of the grounded theory” (Devetak et al., 2010, p. 78).

After the interview was conducted, the researcher transcribed the data from oral into text. She transcribed every words that was produced by the participants. After that, the researcher checked the validity and accuracy of the transcripts to determine whether the transcripts were accurate by doing member checking. Member checking is a process

in which the researcher asks one or more participants in the study to check the accuracy of the report (Creswell, 2012). Creswell (2012) argued that in the member checking process, the researcher shows the findings and asks them about the accuracy of it. Whether it completes or not, the themes are accurate to include and if the interpretation are fair and representative. In member checking process, there was only one participant who asked to change the transcript because there were some error spellings and misunderstanding. The remaining participants were fine with their transcripts. After that, it was followed by analyzing all the interview data by using coding such as open, axial and selective coding. The data were analyzed based on the research question and purposes. It consisted of EED of UMY students' perception on the features in Edmodo that facilitate students writing skills, benefits and the challenges of using Edmodo according to the students use toward their writing skills. When coding was completed, the researcher reported, interpreted and summarized the finding in the next chapter.

There were three types of coding that used by the researcher in analyzing the data such as open coding, axial coding and selective coding. As explained by Böhm (2004), open coding is an expanding procedure that quantities of an original text are interpreted into small segment. Besides, axial coding serves to refine and differentiate concepts that are already available and divides them into categories. In selective coding, the researcher codes the categories, notes, memos, networks and diagrams so far developed. Based on the process, the researcher designed a figure as follow.

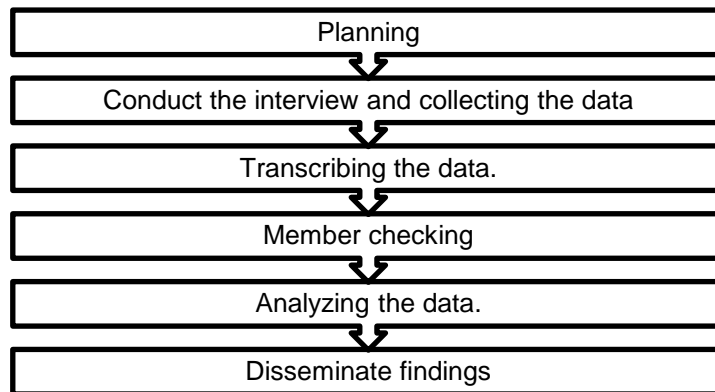


Figure 2. Process of data collection and analyze.