

## **Chapter Three**

### **Research Methodology**

This chapter discusses research methodology which is used by researcher. The first part talks about design of this research. Then, the next part explains research setting and participants of the research. In the last, this chapter discusses data collection method to gather the data. Moreover, data analysis was also present in this chapter.

#### **Research Design**

This research used qualitative method. This was caused the researcher wanted to assess students' perception on blogging activities in ICT Class at English Education Department Universitas Muhammadiyah Yogyakarta. Creswell (2014) stated that qualitative research collect data themselves through examining documents, observing behavior, or interviewing participants. Then, assesing students' perception means that the researcher wanted to know the opinions of the students. So, the researcher did some interview to got students' opinion.

The type of research used in this research was descriptive qualitative. Lambert & Lambert (2012) cited in Karlinawati (2015) stateda descriptive qualitative approach was needed when a direct description of a phenomenon was desired. It was an approach that was very useful when the researcher wanted to know, regarding events, who were involved, what was involved, and where did things take place. Hence, this research based on the phenomena which researcher faced in real life of students at EED UMY. Therefore, the purpose of this research is to know about students perception on blogging activity in ICT online class. So, accordance with the statements above the descriptive qualitative was applicable for this research

#### **Research Setting**

Creswell (2014) explained that qualitative research tends to collect data in the field at the site where participants experience the issue or problem under situation. In this research, the site where participants of the experience on blogging activities is EED of UMY. Based on Creswell's statement, the researchers chose EED as the setting are first, the researcher is also studying in UMY, so it was easier to gather the data. The main reason is the phenomena on blogging activity were faced in English Education Department of UMY. The other reasons were EED UMY had ICT Online class as one of subjects that students should take in third semester. Moreover, in ICT online class students learned about blogging. And, the researcher conducted the interview to collect the data in April 2016 (1-30 April 2016).

### **Research Participants**

The participants of this research were the students of English Education Department of Universitas Muhammadiyah Yogyakarta. The batches that ever got ICT Online Class at EED UMY are batch 2014, batch 2013, batch 2012, batch 2011 and batch 2010. Although, there are five batches that had been got ICT Online Class, the researcher chose batches 2014, 2013 and 2012 only. The researcher chose those batches because students in those batches are still studying in EED UMY. Then, it is makes the reseacher easier to do interview for collect the data.

In ICT Online Class, students learned about blog. This became great moment for researcher to assess students' perception on blogging activity in ICT Class at EED UMY. The total participants of this research were six students from all batches who ever got ICT Online Class. Six participants consisted of three female students and three male students. According to Creswell (2012) who stated that in purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. Moreover, the researcher used purposive sampling to choose the participants because the researcher wants to choose

the participants based on the criteria or type that researcher wants. And, this research used GPA (Grade Point Average) as the criteria or type.

In purposive sampling also referred to as judge to be typical, or representative, were chosen from the population (Cohen, Manion, & Marrison, 2011). The six participants on this research were chosen based on GPA (Grade Point Average). Robert (2003) as cited in Awaliyah (2015) defined GPA as the average grade obtained by dividing the total quality points earned by the total quality hours for courses. Awaliyah continued that the academic guideline book of Universitas Muhammadiyah Yogyakarta Chapter Two about Education and Teaching determined the classification of bachelor students' GPA into three levels. They are excellent/ Cumlaude: 3.51 – above, good : 2.76 – 3.50 and satisfying : 2.00 – 2.75 (Awaliyah, 2015).

The researcher divided the participants into 3 categories. The first participant was two students who got excellent GPA. The second participant was two students who were classified in good categorization. The last one was two students with satisfying GPA. The researcher chose participants based on the three different categories in GPA and different gender because the researcher wanted to get varied data. The researcher categorized students into cumlaude, good and satisfying based on the classification of bachelor students' GPA of Universitas Muhammadiyah Yogyakarta.

### **Data Collection Method**

Researcher used interview to collect the data. Data were collected by using face to face interview or telephone interview. Creswell (2014) stated that the researcher conducts face to face interviews with participants, telephone interviews or engages in focus group interview with six to eight interviewees. The interview contained of open-ended question to elicit views and opinion from the participants. The researcher recorded the interview process to help the researcher in make interview transcripts. This was open ended interview. For the

first time, the researcher asked about general question as the opening. Then, it continued to specific questions. The researcher asked some elicited question about the participant's opinion on blogging activities in ICT Class at EED UMY and it was continued by some question about the obstacles that students faced during blog activities. The interview process used Indonesian language.

### **Data Analysis**

Data analysis is an important phase in conducting the research. LeCompte and Schensul (199) in Karlinawati (2015) stated that the data was analyzed as soon as possible after the data have been collected, both while the researcher was still in the field, and later, when the researcher was no longer in the field. The first step in data analysis collected the data by using interview. Second, all data was transcribed from recording into writing transcripts. Third, after the transcript was done, the researcher ask the participants to check the transcription, this step known as member checking. Member checking is important to check validity of the interview transcript. In member checking, the participants checked the result of interview and clarify or add something which was needed. The fourth step is coding.

Bohm (2004) described that in coding researchers use their background knowledge about the context of the textual passage being investigated and, in general terms, their knowledge about the area of investigation. The result of the work is an interpretative text which adheres to analytical thinking about the phenomenon and which often contains questions about how the phenomenon might be further investigated (p.271).

Coding was done by three steps. The first step was open coding. Bohm (2004) stated open coding is an expanding procedure in the sense that considerable quantities of interpretative text can be added to a small segment of an original text. The researchers made coding based on the transcript. In open coding, the researcher made code the transcribing by

giving sign for information that is important from the participants. In open coding, the researcher made some table. There were two columns in the table, the left and the right side. In the left side was the dialog transcription between the researcher and the participants and the right column for open coding. The researcher gives code “R” that refers to “Respondent (participant)”.

The second step was axial coding. Cohen et al (2011) stated that axial coding is a category label ascribed to a group of open codes whose referents (the phenomena being described) as similar in the. In axial coding, the researcher should categorize the information from the result of open coding. Then, researcher divided the result based on the research question.

The third step of coding was selective coding. According to Strauss (1990) as cited in Cohen et al (2011) it is the process of identifying the core category in a text that central around which all the categories identified and created are integrated. In selective coding, researcher had to shorten the information from axial coding. This steps selected the information from the participants that has similarity. The researcher should analyze and categorize the data into two part, where each part contained some information that relate to answer the research questions.