

Chapter Three

Methodology

This chapter discussed about methodology that is used to conduct this study. This chapter consists of several procedures to answer the research questions which had been discussed in chapter one. The discussion in this chapter is research design, data collection, participants and setting, and data analysis.

Design of the Research

This research discovered about students' perception on using presentation as a method in English teaching. The researcher used qualitative research as the research design. The reason on choosing qualitative research because this research finds out about the students' perception in using presentation method in the class activities so that, the researcher needed to collect the data about the perception or perspective students in using presentation method. According to Creswell (2003), "qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives or advocacy participatory perspectives or both" (p.8). In the other book, Creswell (2014) also said that "if a concept or phenomenon needs to be explored and understood because little research has been done on it, then it merits a qualitative approach. Qualitative research is especially useful when the researcher does not know the important variables to examine" (p.32). Based on two previous explanations, it could be concluded that qualitative research is a research which will give the explanation,

clarification, and more argument for the researcher. It related to the purpose of this research which wanted to know about students' perception on using presentation method in the learning activity.

Participants of the Research

The researcher conducted this research in English Education Department (EED) of Universitas Muhammadiyah Yogyakarta batch 2012. The researcher chose batch 2012 as the participant because they are in last semester now so that they had gotten a lot of experiences in using presentation in the class. The other reason is they already got "academic presentation" subject. In academic presentation class, the students learnt all of about presentation. It is including how to prepare well the presentation, how to be good presenter, how to face answer and question section, and the last duty for academic presentation class is practicing to presents the proposal. So that students should have good ability about presentation after join academic presentation class.

In this research, the researcher uses six students as the participant. The researcher thinks that six participants is sufficient for the research when the researcher got the data. "you can stop collecting data when the categories (or themes) are saturated; when gathering fresh data, no longer sparks new insights or reveals new properties" (Charsmaz:2006 cited at Creswell: 2014, p.201). The researcher used GPA as the criteria in dividing participants. The researcher divided participants into three categories. The first category is two students who has low GPA level (students who have score 2.38 – 2.16). The second category is two students who have middle GPA (students who have score 3.60 – 3.41 of the

GPA). The third category is two students who have high GPA level (students who have score 3.90 – 3.72).

The researcher chose participants based on the three categories of GPA because it would make the researcher getting rich information from the participants. Then using categories of GPA, the researcher could get the data from all perception or perspective of students. The data is not only from the students who have high GPA level, but also middle and low GPA. The researcher thinks that both students who have low and middle GPA is the students who has some difficulties in learning. So, the researcher has to know what is the difficulties of the students when they were doing presentation method.

Setting of the Research

The researcher conducted the research at the English Education Department of Muhammadiyah University of Yogyakarta. There are two reasons in choosing English Education Department of University Muhammadiyah Yogyakarta as the setting in this research. Firstly, almost all of the lecture at English Department at UMY was applying presentation method in their teaching since the beginning semester. The second reason is because the researcher would like to know how the perception and the effect of using presentation method in language teaching and learning on batch 2012 in English Education Department of Universitas Muhammadiyah Yogyakarta.

Data Collection Method

Interview was used in this research to collect the data. According to Creswell (2012), “interview provides useful information when you cannot directly

observe participants, and it can permit participants to describe detailed personal information. The interview also has better control over the types of information received, because the interview can ask the specific questions to elicit the information” (p.218). It is in line with the purpose of the researcher which wanted to know in deep information about students’ perception on using presentation method. Because the researcher could not observe directly. So that, interview can help the researcher in collecting rich and valid data. It is similar with Creswell (2014) who stated that “interview is an activity in which the individual is allowed to talk openly about a topic, largely without the use of specific question” (p.29).

The researcher would use open ended interview to collect the data. Open ended interview would help the researcher in collecting the data, because open ended interview can make the participant be free to share their opinion or perspective to answer the research questions. It is in line with Creswell (2014):

In qualitative interview, the researcher conducts face-to-face interviews with the participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (p.201).

The researcher used recorder to record the process on interview, so that each word could be heard by researcher clearly. In the interview process, the researcher used Bahasa Indonesia. It made both of researcher and participants feel

unimpeded and had clear understanding for the communication. After the researcher got the data, the researcher checked the data result. The researcher sent the transcript of interview by email to all of the participants for member checking. Then, all of the participants said that the transcript is appropriate with their answer in the interview process. The researcher would have to reach the participant to make sure when there is unconvincing idea. It is caused by the researcher has to make sure that all of the data is valid and true. Valid data in qualitative is very important, because “validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account (Creswell & Miller, 2000 cited at in Creswell:2014, p.212).

On collecting the data, there were some steps. Firstly, before doing the interview, the researcher asked permission from the Administration Staff of English Education Department of Universitas Muhammadiyah Yogyakarta. The researcher asked about the information on the average of students' GPA batch 2012. Then, after the researcher got the data about GPA of the students, the researcher would choose six students at random based on categories of the average of students, such as low GPA, middle GPA, and high GPA. The next step, the researcher contacted the candidates who were willing to be the participants of interview. After the candidates have found, the researcher would arrange the schedule with the participants for the interview section. On the interview section, the researcher has set the category of all questions based on the research question

on the appendix. The interview only would focus on the students' perception on presentation method in learning English activity.

Data Analysis

The researcher would use qualitative data to analyze the finding of this research. After collecting the data based on the interview, there were three steps to analyze the data. The steps would include transcribing the data, checking the data, and coding the data. The first step was transcribing the data. According to Creswell (2012), "transcribing is the process of converting audiotape recordings or field notes into text data" (p.239). It means that the data from the recording should be changed in the text data. Then, after transcribe the data, the researcher would check the result of the transcribing. The researcher would ask the participant about the validity of the data. It means that the result of data transcribing was same with the answer of the participants.

Then, the next step is doing a coding where there are three steps in coding. According to Rossman and Rallis (2012) cited in Creswell (2014), "coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins" (p.208). It means that the researcher would make an image like table, draft or write a text to classify the result of interview based on category to answer the research question. There are open coding, axial coding, and selective coding. Based on Creswell (2014) can be concluded that open coding is a process that the researcher will generate categories of information. After doing open coding, the researcher would select one of the categories and positioning it within a theoretical model. This process is

axial coding. Then, for the last coding process is selective coding. In selective coding, the researcher explicated a story from the interconnection of these categories.