Chapter Three

Research Methodology

This chapter presents research design, setting and participant of the research, research instrument, and data collection. Moreover, data analysis is also presented in this chapter.

Research Design

The purpose of this study was to reveal the lecturers implement rewards and punishments in the classroom and to know the reason why lecturers gave rewards and punishments. The participants in this research explained their reason why give rewards and punishment. Based on the objectives above, the research design was appropriate for this research was qualitative research. Qualitative research was aimed at explain or reveal in the respondents experiences and also respondents opinions. Tewksbury (2009) also explained that qualitative research method provided more emphasis on interpretation and providing someone with complete views, looking at contexts, environmental and depth of understanding of concept. The researcher is currently going to describe the implementation of rewards and punishment in the classroom at English Education Department of Universitas Muhammadiyah Yogyakarta. Creswell (2012) argued that qualitative research would be appropriate to be employed when it would identify research participants opinion, believe, or even perception. Based on explanation above, qualitative method was appropriate for this research. By using this method, the

researcher described the implementation of reward and punishment in the classroom and lecturers' reasons of giving certain rewards and punishment.

Research Setting and Participants

The setting of this research was in EED of UMY in the first half of March 2016. The reasons of choosing EED as the setting were, first, because reward and punishment existed and implemented in EED UMY. Second, the researcher was currently studying in UMY, so it was easier to gather the data in term of accessibility to the interview location. Third, the researcher got easy access to ask the participants' availability since both researcher and participants are actually at the same university and being familiar to each other. Therefore, it had lot of advantages to select the settings.

The participants of this research were the lecturers of EED UMY. There were actually 15 lecturers in EED UMY, but the researcher selected three lecturers as participants randomly selected based on the lecturers avibility. However, almost all the EED lecturers have been having teaching experience generally for more than five years, and lecturers with five years or more experience have been experiencing in giving rewards and punishments. Below were the detail information of the participants of this research.

No	Name	Teaching experience	Sex
1.	Shopia Muller	12 years	Female

2.	Rianti	7 years	Female
3.	Bagaskoro	6 years	Male

Data Collection Methods

Conducting data collection in qualitative descriptive studies was typically directed toward discovering the who, what and where of events or experiences or their basic nature and shape (Sandelowski, 2000). It was also said that the data collection techniques usually including open-ended individual or focus group interview. Data collection techniques might also include observations of targeted, interview and questionnaire (Cresswell, 2008).

As mentioned previously, this research used two instruments to collect the data, namely observation and interview. Several procedures to collect the data were such as the observation was conducted to three EED UMY classes, and then the interview was administered to the three lecturers.

Observation.Burns (1999) said that observation was taking regular conscious notice of classroom action and occurrences, which were particularly relevant to the issues or topics being investigated. In this research, the observation was carried out to cover the process of the implementation of reward and punishment. Observations were ways to find out more about the students responses, students behavior, and students activities during the learning process

dealing with the students' reading comprehension, the interaction among students and interaction between students and the lecturer.

To observe the lecturers' implementation of rewards and punishment giving, the researcher initially asked for permission to the class' lecturers. After that, the researcher arranged the right time to do the observation. To collect the data, the researcher used note and pen. In observation, the researcher mostly did note taking to gain data from the observation. The data from the observation were the real types of rewards and punishments in the classroom. The observation was done once each participants. The first observation was done in March 15th, 2016, in academic reading and writing. The second observation was done in March 28th, 2016, in listening and speaking for academic purposes. The third observation was done in April 12th 2016, in interpretive reading and argumentative writing.

Interview. One of the methods that were applied in collecting the data was interview. Interview was an appropriate method to get deeper information in qualitative research (Creswell, 2008). By doing the interview, the researcher got deeper information that could not be obtained during the classroom observation. The interview was conducted in one-on-one interview where the researcher asked the questions directly to one interviewer in collecting the data (Creswell, 2008).

The researcher contacted the availability of the prospective participants. While having agreement with the participants, the researcher arranged the schedule to do the interview. During the interview, the researcher used recorder / hand-cam so that the data gained was safe. The interview guideline as the main

instrument of this research methodology was provided. In interviewing, the average of the time to interview was ten until five teen minutes from all the participants.

Research instruments. The instrument used in the observation to obtain the data was hand-cam which was used to video record and know the situation that occurred in the classroom. Also, the researcher provided notes and a pen to write down and to record the important point of the activity. Meanwhile, the hand-cam was also be used in the interview. Last, the interview guideline was generated and used as the main the instrument for the interview. The interview guideline consisted of several questions regarding to the research question of this research.

Data Analysis

The last method to be explained in this chapter was data analysis. In data analysis, the researcher got the essence of participants' answer during the interview. The participants' answer was going to be the finding of this research. There were several steps in data analysis.

Transcribing. This was when the researcher transcribed the audio data from recorder into literal transcription in pieces of paper. This was purposed to ease the researcher to analyze the essence of the participants statement. The process of transcribing means the researcher wrote everything (completely all) the interviewees statement in to structured script.

Member checking. This was to make sure that the data written in the script (the transcribed record) was valid. Member checking meant the researcher asked

the participants' agreement with the transcribed script. This was as a step to make sure that all data were complete and precise to the participants' intention. Doing member checking was essential in order to make sure the validity of the data gathered. Member checking was done by showing the script result to the respondents and asking them to check whether the script results were really same with the interview that they had been done or not. Member checking was done in June 2016, all of the participants agreed with the researchers transcribed, so there were no changes.

Coding. To get the essence of the data, the researcher did coding. Coding basically was finding the essence of the participants' statements that were related to the research purpose. There were three steps of coding; open coding, axial coding and selective coding. Coding facilitated the researcher to identify similar information (Cohen et al., 2011). The processes of coding were transcribing (done before the member checking), preparing reports, summarizing the general codes (axial coding and discussing similarities and differences related to code across distinct original sources or comparing the relationship between one and other codes).

Reporting. The last step of this research was data reporting. After all data had been coded and the essences were selected, the researcher reported the data. The researcher reported and discusses the finding respectively.