

Chapter Three

Methodology

This chapter is discusses the methodology used in this study. This chapter tells about the research design of this study. In addition, this chapter also presents the research setting and participants of the study. The chapter also talks about the Instruments of the Study and Technique of data collection. Lastly, this chapter discusses the method of the data analyzing.

Design of the Study

Before conducting the research, the researcher arranged a research design. Basically, there are two kinds of the research, they are qualitative and quantitative. In this research the researcher uses qualitative research to get the data. According to Creswell (2012) “Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore” (p.16). It means the researcher can explore the problem detailed from respondent. The reason of choosing Qualitative research because it is suitable with the title of this research: “Students’ Perception on the use of Ice Breaking Activities in Teaching and Learning Process at EED of UMY” and the researcher analyze perception of the students more detailed.

Research Setting and Participants

Setting. The research was conducted at English Education Department of Universitas Muhammadiyah Yogyakarta. The reasons of taking English Education

Department for the setting of the research because students are ready to be the participants of this research. The second reason was the availability of support from the faculty to conduct a research. The faculty facilitates the researcher to carry out the research in the site. The last reason is feasibility. It means that that the researcher feels confidence to finish it since the accessibility of all research needs in the due topic and place.

This Research was conducted in Mei 2016. It was a good time for the researcher to conduct the study since the students were still in the teaching and learning processes. This provide ease to the researcher to meet them. Moreover, the researcher was also aimed to finish his study soon.

Participants. The participants of this research were 4 (four) students from EED of UMY batch 2012. In reporting the data, the researcher using pseudonym. They are: Ipan, Pita, Rahmat, and Santo. The English Education Department students batch 2012 were chosen because they had already obtained sufficient learning experiences in the classroom being by various lecturers so that they were likely being taught by teachers who used Ice Breaking activities in the learning processes. In addition, they had practices various kinds of activities conducted by lecturers when teaching and learning process in classroom. The participants of this study were taken using convenience sampling in each class EED of UMY batch 2012. The reason chosen convenience sampling was because the researcher sure that the students of EED of UMY batch 2012 have same experience in study at this department.

Technique of Data Collection

To get the data the researcher uses a one to one interview. According to Creswell (2012) “A qualitative interview occurs when researchers ask one or more participants general, open-ended questions and record their answers. The researcher then transcribes and types the data into a computer file for analysis” (p. 271). The researcher asked questions to respondents and records the answers from the participants in the study at a period. The reason chosen interview was because based on researcher’s experience during study, the lectures at EED of UMY ever carried out the Ice Breaking activities. Therefore, the researcher sure that the respondent also has same experience with the researcher, so the researcher choose interview. And then, the reason chosen interview, was because the interview is suitable with the title of this research “Students’ Perception on the use of Ice Breaking Activities in Teaching and Learning Process at EED of UMY”

To minimize misunderstanding and to make easy when conducting the interview, the researcher used Bahasa Indonesia because Indonesian is the respondents’ own language and it is certain that the respondents are greatly able to use this language. The respondents would be easy to express their opinions or answer the questions given by the interviewer. The interview was conducted for 5 until 10 Minutes for each Respondent. For the documentation and to make easier when coding the result of interview, the interviewer was used a Smartphone.

When collecting the data, the researcher asked some questions for the participants in some aspects. They were the Types of Ice Breaking Activities used

in teaching and learning process and the Benefits of used Ice Breaking Activities in teaching and learning processes.

Data Analysis

After collecting the data, the next step was analyzing the data. The aim of this analysis was to understand and interpret the data to answer the research questions. There were some steps applied in this research, the steps were transcribing the data, coding the data, and categorizing the data.

The first step was to transcribe each interview which was conducted from each participant. The researcher used a smartphone to record the process of interview. Every words and sentences spoken by participants were completely transcribed.

After transcribed the data, the next step was a member checking. Member checking is a process to check the data from the interview with respondents. The purpose of member checking is to know the data after transcribing was same with the interview or not. Member checking was done by consultation with the participants. The result of member checking is the respondents agreed with the transcribed interview and all respondents sure that the transcribed interview same with their perception and does not any additional word or phrase. So, the researcher decided to continue the next step.

The last step was Coding. Coding is the process of marking and classifying text to form explanations and broad themes in the data (Creswell, 2012). There are three types of coding: Open Coding, Axial Coding, and Selective

Coding. Open Coding gives code for important answer from respondent. Then the researcher conducted an Axial Coding. In axial coding the researcher classified the open coding into similar categories that were related to the research problems in the research questions. The last is selective coding. In selective coding the researcher identified and integrated other categories to be well structured, systematic and correlated to the core category. After the coding has been finished, the last step was to report the data by describing it in the form of words, sentences and paragraphs, in order to answer the researcher's questions of this study.