

Chapter Three

Methodology

This chapter talks about the methodology used for this study. In this chapter, there are points discussed which includes research design, participants and setting of the study, data collecting method, instrument of the study and data analysis.

Research Design

This study employed qualitative approach as research design. It was to help the researcher to reach his aim for the study, which was to find out students' perception on reward and punishment implemented at English Education Department of University Muhammadiyah Yogyakarta (EED UMY) toward their motivation in learning. Therefore, qualitative research design was chosen as the way to reach that aim. Qualitative research enabled the researcher of this study to acquire deeper and more detailed understandings about a phenomenon, which was the effect of the implementation of reward and punishment toward student motivation.

Reward and punishment implementation was still debated by experts related to its effect. Some experts argued that reward and punishment are good for student motivation while the other experts argued that reward and punishment are bad for student motivation. Afterwards, the researcher wanted to see how EED UMY students through qualitative research perceive the issue of reward and punishment. The use of qualitative research was appropriate for a study if the researcher is eager to understand a situation of the theory's implementation (Cohen, Manion and Morrison, 2011). If the research objective is exploring the phenomenon under study, then it is recommended to use qualitative methods" (Khan, 2014, p.300).

The decision to choose qualitative research design for this study was already appropriate to the researcher's aim. It was to discover students' perception on reward and punishment implemented at EED UMY toward their motivation in learning. Qualitative research design helped the researcher to have this study appropriately well done, and it was agreed with the title of this study, "Students' Perception on Reward and Punishment Implemented at English Education Department of University Muhammadiyah Yogyakarta".

Setting and Participants of the Study

Setting. The researcher chose EED UMY as the setting to conduct this study. As a student of EED UMY, the researcher saw and experienced the 'reward and punishment' issue of this study happening at EED UMY. Additionally, this kind of study had not been conducted at EED UMY. Therefore, the selection of EED UMY as the setting of this study had been appropriate to the purpose of this study and the significances of this study, and was meaningful for the researcher and EED UMY institution.

Participants. The researcher approached students of EED UMY to participate and cooperate in this study voluntarily, and the students who agreed to be the participants of this study were pseudonymous. The researcher took four participants for this study, which were two students from batch 2014 and two students from 2015. The reason to choose students of 3rd and 5th semester was based on the fact that most classes they took required them to attend 16 class meetings during the semester. Hence, they would still be receiving and feeling the immediate impact of the reward and punishment implemented at EED UMY from lecturers, which meant that reward and punishment were still meaningful for them. It was also

because they still actively attending classes. The consideration of having four participants for this study was as Khan (2014) argued that in a qualitative research, the quality was the most important thing, not the quantity. That means having four participants would be considered sufficient to obtain data for this study. Moreover, there was no rule for the size of sample in qualitative research (Cohen et al., 2011), and it was typical for a qualitative research to study a few individuals because the objective of qualitative research was to present deep and reach data of information provided by individuals.

The study used purposive sampling technique to select the participants. It is a way of selecting people as participants who are best to give information about a specific phenomenon (Cohen et al., 2011). Based on this study's case about the effect of reward and punishment, this study selected characterized participants in order to provide specific and useful information. The participants for this study were students that had ever received reward and punishment. Based on the researcher's experience, EED UMY lecturers would give reward in a form of a good comment (compliment) to students who performed well in an assignment or assessment, and punishment in form of considered "absent" to students who came late. Thus, the sampling looked for students who ever had received good comment in an assignment or assessment, and were ever considered absent because they were late to attend a class. The researcher looked for the participants with those specific conditions by asking them whether they ever had received a reward and a punishment or not at EED UMY. During this study running, the participants were also allowed if they wanted to withdraw their participation in this study.

Data Collection

The researcher finished the data collection of this study through conducting interview with the participants. Interview provides an access into participants' head to measure what they know, like, dislike and think (Tuckman in Cohen et al., 2011). Interview is useful for qualitative research in gathering facts, accessing beliefs, identifying feeling and motives, commenting on some standards, exploring behavior and eliciting reasons and explanation (Silverman in Cohen et al., 2011).

The researcher had four interviews with one participant for each interview. The interviews were semi-structured interviews. Those were to follow participants' direction of their response during the interview process, though the researcher had guideline to keep the interviews in track. The interviews with the participants were led in one-on-one interview and were done at a still place to give the participants a privacy, so that the participants could share their opinions and their ideas comfortably. For the duration, the interview took 17 minutes for Participant 1, 12 minutes for Participant 2, 13 minutes for Participant 3 and 12 minutes Participant 4. Their interviews were recorded as well because later, the recorded interviews would help the researcher to transcribe the interview.

Instrument of the Study

To support the interviews with participants, researcher had interview guidelines as an instrument of this study. The interview guidelines consisted of ten main questions, which five questions were about reward, and five more questions were about punishment. Because the interviews were filed and were converted into transcript presently, the researcher also used an audio recording tool, which was a cellphone, to record the interview process.

Data Analysis

As data collection method of this study used audio-recorded interviews, the recordings of the interview were converted into transcripts. In the transcript, the names of the participant were pseudonymous. The transcript was then analyzed by using three types of coding. The first type was open coding, which was labeling the text of script; the second type was axial coding, which was grouping the labeled text of the open codes whose references were similar in meaning; and the last type was selective coding, which was identifying the core categories of axial coding, and integrating them to form a theory for the result of this study (Cohen et al., 2011).