

Chapter Three

Methodology

In this chapter, the researcher attempts to answer several points related to the methodology of this research including research design, setting and participant, data collection, and data analysis.

Research Design

In conducting this research study, the researcher used qualitative approach since the researcher wanted to explore students' perception about the implementation of drama. It was in line with Creswell (2009) who argued that "qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem" (p.4). For the design of this qualitative research, the researcher used qualitative descriptive design. According to Sandelowski (2000), qualitative descriptive is especially yield to obtaining straight and largely answers to questions relating to what are people's response (e.g., thoughts, feelings, attitudes) toward an event. Based on the definition above, it was suitable for the researcher to employ a qualitative descriptive research design since the aim of this research was to know students' response in terms of benefits and drawbacks of drama implementation in the classroom.

Research Setting

The setting of this research was at the English Education Department of Universitas Muhammadiyah Yogyakarta. There were two reasons why the researcher chose EED of UMY as the setting of the researcher's study. Firstly, EED of UMY

implemented drama in the classroom as one of the teaching techniques in one of lectures, namely Listening and Speaking for Daily Conversation at the odd semester academic year 2015/2016. Secondly, the researcher was currently studying at the EED of UMY, therefore it eased the researcher in terms of accessibility in collecting the data, place, and time. Besides, based on the researcher's observation during drama implementation in the classroom at that time, the researcher noticed some things related to the students' performance in their final project. From four groups which performed at that time, there were some students who looked outstanding among their groups. However, in contrast, the researcher also found some students who looked average in their performance. The researcher thought that instead of gaining benefits during drama implementation in the classroom, there might be also drawbacks that they felt during or after performing drama. By seeing those phenomenon, since the researcher wanted to find benefits and drawbacks in drama implementation in English classroom, it would be beneficial for the researcher to conduct this study at EED of UMY because of those reasons above. Furthermore, this study was conducted in May to June during the even semester of academic year 2016/2017.

Research Participants

Students of EED of UMY Batch 2015 were chosen as the participants of this study because this batch was the one which was taught by using drama in the classroom as their final project at the time, especially in Listening and Speaking for Daily Conversation course. However, the researcher did not involve the whole

students of batch 2015 as the participants. The researcher only took four students from class A and D. The reason why the researcher chose class A and D because only those two classes which was taught by using drama as the final project, meanwhile the students from class B and C were only taught by using role play as classroom activities.

Another reasons for choosing students who were taught by using drama as the final project because they needed to be well-prepared in preparing the performance. Not only that, what they performed on the stage was related to the course which had been taught for one semester. It was different with class B and C which were only taught by using role play as classroom activities. The activity was prepared only for one meeting, and it did not cover the whole courses which had been during one semester. Three males and one female were involved in this study.

In addition other reasons for choosing four students were because in qualitative research design the number of participant was not determined. At this point, four participants had given the information needed by the researcher. Furthermore, since the researcher wanted to gain varied result from their perspective during drama implementation in the classroom, the researcher did not limit the criteria in doing this research. Therefore, during conducting this study, their score was not seen as the reference to choose the participant. For those reason above, the most important in this research was the students experienced taught by using drama, and the most important was their accessibility.

After deciding the participants, the researcher made appointment with each of them. The first participant that the researcher contacted agreed to make an

appointment at his boarding house on May, 27th. After that the researcher attempted to contact the second participant, and the result was he agreed to make an appointment at lobby of building E6 on May, 29th. Luckily, the third participant and the last participant also agreed to make appointment at Lobby of building E6 on May 29th.

Data Collection Method

Since the researcher used qualitative descriptive research design in conducting this study, therefore, interview was used to ease the researcher in gathering the data. According to Kvale (1996) cited in Cohen, Manion, and Morrison (2011) “interview is regarded as an interchange of view between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, emphasizes the social of situatedness of research data” (P.409).

In this case, the type of interview that the researcher used was interview guide approach. According to Patton (1980) cited in Cohen, Manion, and Morrison (2011), if the researcher wanted to use interview guide approach as the type of interview, therefore, the interviewer had to list questions specifically. Fortunately, the interviewer could ask questions to the participants randomly, and the most important thing was the questions that want to be interviewed could be different from the form. Moreover, in constructing the questions of the interview, the researcher used open-ended items which means that the interviewer was allowed to probe so that the interviewer could go deeper in the interview. Moreover, the

interviewer could also clear up any misunderstanding (Kerlinger, 1970) as cited in (Cohen, Manion, & Morrison, 2011). The last was the researcher used unstructured response for the response modes, it means that the researcher let the participants answer freely, without any limitation.

Thus, the researcher prepared several things related to interview section. Those were pen, mobile phone as the recorder, question lists, and a piece of paper to take a note. After that, the researcher directly interviewed each participants. The researcher used Indonesian language to avoid miss understanding between the interviewer and the interviewee because their mother tongue was Indonesian language and therefore the use of Indonesian language was expected to gain rich data from the participants.

Data Analysis



After interviewing the participants, the next step that the researcher conducted was analyzing the data. However, before analyzing the data, the researcher transcribed the interview result first. Transcribing aimed to ease the researcher in analyzing the data which previously in audio form, and then changed into the written format.

Member checking. This step was conducted when the process of transcribing had finished. As soon as the interview result was transcribed, the researcher returned the result of transcription to the interviewees and let them check the validity of the transcription. In this case, there was one statement from one of participant which the researcher thought was still ambiguous. Therefore, the

researcher clarified first to the participant. Finally, after doing clarification, and all participants agreed with the result, the researcher continued to do the coding process.

Coding. According to Kerlinger as cited in Cohen, Manion, and Morrison (2011) “coding has been defined as the translation of question responses and respondent information to specific categories for the purpose of analysis” (p. 559). Furthermore, coding enables the researcher to identify the similar information from several respondents which have the same code (Gibbs as cited in (Cohen, Manion, and Morrison, 2011). In addition, according to Creswell (2012), in the process of coding “you only need to select specific data to use and disregard other data that do not specifically provide evidence for your themes” (p.243).

There were several steps in conducting the coding. The first step that the researcher did in the coding process was marking the text by coloring all statements that researcher thought answer the research question namely the benefits and drawbacks of drama implementation in English classroom based on students’ perspective. In this case, there were 22 different colors used to represent all the answers from the four participants who involved in this research in which 14 colors used to highlight benefits and 8 colors to highlight the drawbacks. The explanation of each colors will be described through the following table will below:

No	List of Colors	Explanation
1		Increasing students' vocabularies
2		Providing medium for practice theories had been taught
3		Enhancing students' awareness about certain culture
4		Building students confidence
5		Improving students' disciplines
6		Building students' communication skill
7		Increasing students' togetherness
8		Increasing students' speaking skill
9		Increasing students' writing skill
10		Increase students' listening skill
11		Increase students' reading skill
12		Enhancing students' teamwork
13		Giving students an opportunity to learn acting about details in playing

		drama
14		Giving students an opportunity to learn acting
Table 1		

Table 2		
<i>List of color coding for drawbacks of drama implementation in the classroom</i>		
No	List of colors	Explanation
1		Feeling intimidated
2		Feeling bored
3		Taking much time
4		Feeling forced
5		Feeling unfair about role distribution
6		Feeling exhausted
7		Spending much money
8		Stimulating students' worries
Table 2		

After labelling the statements, the next step that researcher did was grouping all of the statements which had been colored into the new table. Thus, the researcher made a new table to dissociate every statement which had same color into the same category. After all statements were grouped into the same categories, the researcher translated all the statements into English. The last, after doing coding, the researcher writes the findings.

