**Chapter Three**

**Methodology**

This chapter presents the research methodology of this study. This chapter is divided into seven sections. They are research design, research participants, research setting, data gathering techniques, and data analysis techniques.

**Research Design**

The objectives of this study were to know the implementation of group learning and also to find out the contribution of group learning for students' autonomy at English Education Department of UMY. In other word, this study attempted to analyze and describe the contribution that group learning has for students' autonomy in the case of English learning. Consequently, the researcher used using qualitative research in conducting this study. Qualitative research is designed to expose a target range of behavior of the target participants and the perceptions that constrain it with reference to specific topics or issues (http://qrca.org/). Additionally, "qualitative research provides an in-depth, intricate and detailed understanding of meanings, actions, non-observable, as well as observable phenomena, attitudes, intentions and behaviors, and these are well served by naturalistic enquiry"(Gonzales et al as cited in Cohen, Manion, & Morrison (2011) p. 219). Also, the researcher used descriptive research method in this study. The descriptive data is characteristically could be collected through survey by questionnaire or an interview or observation and also descriptive research is

able to tell the reports and find out what the way of things (Gay, 1992, cited in Wijayanti, 2007, p.34).

**Research Participants**

In this research, the researcher chose six participants from student of batch 2013 of English Education Department students in UMY because they had been experiencing group learning in the class of Capita Selecta on Grammar 4 during the semester. In selecting those six participants of this research, the researcher used purposive sampling in considering those six participants which was based on their latest CGPA (Cumulative Grade Point Average) that was divided into three categories, according to *Buku Panduan Akademik UMY*, category of cumlaude (3.51 – 4.00), category of very satisfying (2.76 – 3.50) and category of satisfying (2.00 – 2.75). CGPA was used in choosing the participants because the researcher wanted to have different and various data from the students who had different point of CGPA. In addition, the researcher also had got the participants' recommendation from the lecturer of Capita Selecta on Grammar class. The researcher also used pseudonym for the participants namely Shynggys, Yermek, Raymbek, Yeraidyn, Eldan and Sholpan.

**Research Setting**

This study was conducted at class A from batch 2013 in subject of Capita Selecta on Grammar of English Education Department of UMY. There were several reasons why the researcher selected this class and department as the setting of the research. Firstly, there are 3 classes in batch 2013 but the researcher

only chose class A because this class has still been implementing using group learning in the classroom activity rather than other two classes which have ended in implementing group learning earlier based on the learning schedule of the lecturer of Capita Selecta on Grammar. Secondly, the researcher is studying in this department. So, the researcher has any information, knowledge and experience in conducting this study in this department. Moreover, it was accessible to meet the chosen participants and also to arrange the time schedule in collecting the data from them.

**Data Collecting Methods**

In collecting the data for this research, the researcher used three data collecting methods, namely observation, interview and also focus group.

Firstly the researcher had a classroom observation in class A of batch 2013 that was being applied group learning. In the classroom, the researcher observed one cycle of the group learning implementation such as the classroom activity, the process of forming and implementing the group learning generally to analyze how the group learning is implemented in the classroom. In collecting the observation data, the researcher used video recording in order to have the detail information about the group learning in every single time and also field note that was for having written note and field report of information during the observation.

Secondly, the researcher also used one-on-one interview and focus group in order to get richer data from participants. The researcher conducted one-on-one interview with two participants that were chosen from the class had been observed

previously. This interview was in-depth interview and also it was face-to-face with one participant for the need of exploring their experience in the implementation of group learning and the contribution that group learning had for his or her autonomy in the case of English learning. In interviewing the participants, the researcher will use note-taking and voice recorder application in order to get the entire information that is related to the purpose of this study.

The researcher also conducted focus group with the remained four participants in order to know in detail the process of group learning and the contribution that group learning has for students' autonomy of the member of the group. By using focus group discussion there would be a lot of information from each student and if one of the students gave an information, other students might give also the additional details about that. "Focus groups might be useful to triangulate with more traditional forms of interviewing, questionnaire, observation, etc" and also focus group is able in allowing the participants to voice in their own opinions (Cohen, Manion and Morrison, 2011). The researcher provided the material about group learning and autonomous learning for four students had to discuss in this focus group and later the researcher interviewed them with some questions and some additional follow-up questions in order to dig deeper the information from the participants. Also, during the discussion and the interview the researcher also took the record by voice recording and field note for the need of analyzing.

**Data Analysis Techniques**

In order to answer the research problem of this study, the researcher will use some steps to analyze the result from data collecting in the interview that is done from six participants of English Education Department of UMY batch 2013.

To begin with, the researcher collected the data from the classroom observation to get the information of the implementation of group learning by video recording and field note, two participants in in-depth interview by field noting manually and voice recorder application and also from four participants in focus group. Afterwards, all the data in video recording and field note that the researcher got from the observation would be described into words later. Also the result of the interview and focus group transcribed and then would be analyzed. Cohen, Manion and Morrison (2011) argued that transcription is able to provide important word by word or verbatim record of the interview in detail and accurately. Later on, after the collected data in observation, interview and focus group have been transcribed, the researcher did the coding process. In coding the data, there are steps of coding that should be done in order to classify the data that is needed in this study. Additionally, the researcher also used data analysis software to assist in coding the data based on the categories that is needed in analyzing the results, namely Weft Qualitative Data Analysis (WQDA). In categorizing the data into some codes with this software, there are several steps that the researcher did. First, the document format of the transcripts should be change into plain text (txt) and it all was imported into the software. After those required transcripts were imported, the researched made some categories and also

sub-categories in Categories tree based on the research construct in order to
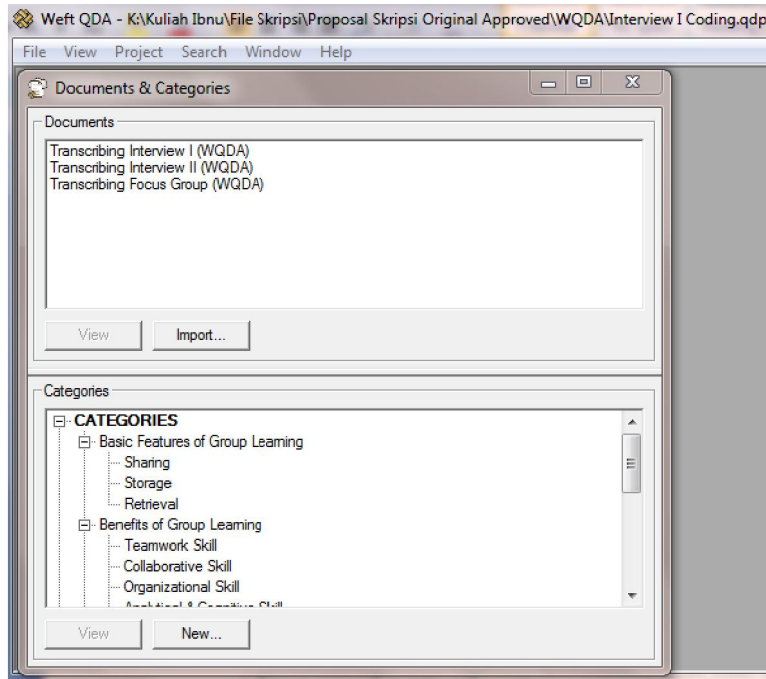
categorize all the transcripts into some codes.



Figure 2.*The interface of Document and Categories Tree in WQDA*

Later after that the researcher put the quotations from the respondents into

some suitable categories according to the content of the information in the

quotation in order to have the coding. The researcher only gave the black block

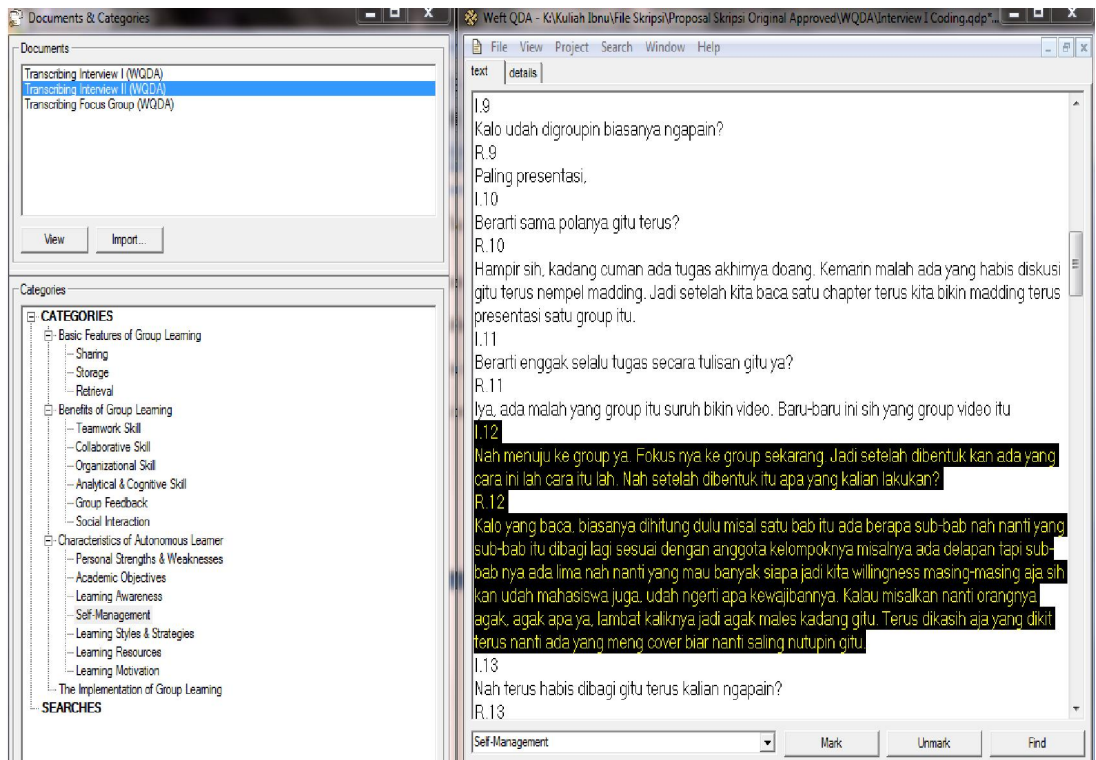the chosen text and then pressed the 'Mark' button.

Figure 3.*The Interface of Categorizing the Transcripts*

Then, in the last step of analyzing data, the researcher described and elaborated

the result of the analyzed data for the sake of answering the research problems in

formulation of the problems in this study.