

Chapter Three

Research Methodology

This chapter discusses the method used by the researcher in examining the classroom participations of the actively-joining-organization students at English Language Education Department in a private university in Yogyakarta. It consists of research design, research setting, research participant, data collection technique, data collection procedure, and data analysis. In this chapter, some references that support the research methodology are also included.

Research Design

The purpose of this research is to find out the classroom participations of the actively-joining-organization students at English Language Education Department in a private university in Yogyakarta. There are 4 characteristics shows classroom participation, which are: preparation, engagement, initiative, and listening. Based on the objective above, the researcher applied qualitative research method/approach. Cresswell (2012) stated that qualitative is a type of educational research method that is best suited to exploring a problem and developing a detailed and specific understanding of the main problem. This method was appropriate to be applied in this research because it helped the researcher to find out the classroom participations of the actively-joining-organization students in a detailed and specific understanding. The researcher needed a small number of individual on words-based data collection because the researcher needed to have deep information in obtaining the participants' classroom participation. Cresswell (2012) stated that in order to obtain the participants' view, the words from a small number of individuals are needed to collect data.

The researcher applied case study research design. According to Merriam (1998), case study focuses on investigating a contemporary phenomenon that happen in a real-life context. Wolcott (1992) also stated that it is as the final product of field-oriented research rather than a strategy or method (as cited by Merriam, 1998). Merriam (1998) also mentioned that case study reveals deep understanding about the nature of the research. The researcher found the phenomenon happened at English Language Education Department in a private university in Yogyakarta. There are many students who are actively-joining-organization and that it affects their classroom participation. The researcher applied a descriptive case study because the researcher focused on the phenomenon and the researcher needed to collect findings based on the participants' view in details. Merriam (1998) stated that descriptive case study is a type of case study that presents a specific finding of the phenomenon studied in education.

Research Setting

This research was conducted at English Language Education Department in a private university in Yogyakarta because there are some organizations that are joined by the students such as *Ikatan Mahasiswa Muhammadiyah* [University Student's Solidarity of Muhammadiyah, IMM], *Dewan Perwakilan Mahasiswa* [Student Representative Board, DPM], *Badan Eksekutif Mahasiswa* [Student Executive Board, BEM] and EDSA (English Education Student Association, HMJ). The other reason for choosing English Language Education Department in this private university in Yogyakarta was because of the researcher's personal experiences in being an actively-joining-organization student in *Ikatan Mahasiswa Muhammadiyah* [University Student's Solidarity of Muhammadiyah, IMM] and *Badan Eksekutif Mahasiswa* [Student Executive Board, BEM]. Hence, the researcher knows well the fluctuations of actively-joining-organization students in English Language Education Department of Universitas

Muhammadiyah in this private university in Yogyakarta. Another reason was because of its accessibility and also the researcher has basic information in conducting this research as the researcher studies in that department. Therefore, the observation was held on Desember 2017.

Research Participant

The participants of this study were students' at English Language Education Department in a private university in Yogyakarta. The researcher chose these participants because in the English Education Department of Universitas Muhammadiyah Yogyakarta, there are many actively-joining-organization students that are involved in one or more organization in English Education Department of Universitas Muhammadiyah Yogyakarta. This study uses the non-probability sample. Cohen, Manion, and Morison (2011) explained that non-probability samples come from the researcher targeting a specific group in the full knowledge that does not represent a wider population. They also mentioned that non-probability samples are often used for ethnographic research, action research or case study research. Specifically, this study uses the purposive sampling types. They stated that this type of sampling is usually featured in qualitative research. Purposive sampling has been chosen for a specific purpose. Cohen, et al., (2011) stated that in order to have a specific purpose, a purposive sample should be chosen. The researcher chose English Language Education Department batch 2015 students who are active in organizations as participants because they are the most experienced students in the learning process especially in the classroom participation at English Language Education Department in a private university in Yogyakarta. It means that the students have been joined the most lessons for their classroom participation. Based on the researcher's experience, the structure of the organization for the 2017/2018 period in English Language Education Department was organized by students of batch 2015. Therefore, they have more experience in the classroom

participations of the actively-joining-organization students and they were appropriate to become the participants in this study.

Based on the data, the researcher chose four participants. The participants chosen are students who exhibited the four characteristics of being actively-joining-organization, which are students who like to spend the time in student activities, tend stay and conduct discussions in the room of their a student organization, have a broad insight in terms of current university issues , and have good communication abilities. The participant has been chosen through snowball sample. Cohen, et al., (2011) stated that “in snowball sampling researcher identify a small number of individuals who have the characteristics in which they are interested” (p. 158).

The names of the participants are hidden behind pseudonyms. The names are Ratna, Lala, Yudhis, and Yudha. Ratna and Lala are girls. Then, Yudha and Yudhis are boys. Ratna is a treasurer in the one of *Himpunan Mahasiswa Jurusan* [Department Student Associations/ HMJ] named English Department Student Association in a private university in Yogyakarta. Then, Lala is a secretary, Yudhis is a leader and Yudha is a vice leader. Three of them are joined in *Badan Eksekutif Mahasiswa* [Student Executive Board/ BEM] of Language Education Faculty in a private university in Yogyakarta. All of the participants have been joined to those organizations for 3 years. Then, interview section was conducted to make sure that the participants chosen meet the actively-joining-organization student characteristics. Cohen, et al., (2011) stated that an interview is a flexible tool for data collection which involving verbal, non-verbal, spoken and heard. The purpose of using interview instrument is to gather data from the specific participant.

Data Collection Technique

According to Cresswell (2012), the one of the instrument that can be used to collect the data for qualitative research method is observation. In this research, observation was used to collect data. According to Cohen, et al., (2011), this instrument is able to get a live data in a natural setting. This instrument provides more valid and authentic data because sometimes what people do may differ from what they say they do. The kind of the observation used in this study was semi-structured observation. The researcher decided to apply semi-structured observation because the researcher planned the agenda and the observation categories became an on-going process. It means that the observation categories may be added if new categories are found in classroom participation. According to Cohen, et al., (2011), a semi-structured observation will have an agenda to the research study, but the data gathering is a far less pre-determined system.

Event sampling also known as a sign system which was used to create an observation schedule. This is because the researcher needed to devise statements that yield the data in order to answer the research questions. According to Cohen, et al., (2011), event sampling requires a tally mark to be entered against each statement each time it is observed. The data observed were the characteristics of classroom participation: preparation, engagement, initiative, and listening. The role of the researcher was a complete observer. Cohen, et al., (2011) explained that complete observer is when the researcher takes a role as an observer (overt or covert) and is detached from the group.

Data Collection Procedure

The researcher created the observation schedule/categories/checklist to construct the collecting instrument. Indonesian language was used in the observation schedule because it was more understandable and the researcher had an easier time in analysing the data. The tools needed in running the observation were an observation schedule, a pen, and a note. During the

observations, the researcher did note taking on participants' activities. Since the participants were in different class, the researcher asked for the teacher's permission to have an observation in their class on December 2017. The participants observed were presented in pseudonyms, namely Lala, Ratna, Yudhis, and Yudha. Lala observed once because Lala was the only one participant in that class. It was easier to observe one participant in a class. However, Ratna, Yudhis, and Yudha observed twice because they were in the same class. It needed more effort and accuracy to have an observation in a class with three participants. Unfortunately, Ratna was absence-in the second observation. It made Ratna only observe once. However, the findings still obtained the answers of the research questions.

Data Analysis

The data was analysed using coding data analysis. Cohen, et al., (2011) stated that coding is a major feature of qualitative data analysis. It is the process of breaking down segments of a text data into smaller units based on the relevant criteria before examining, comparing, conceptualizing, and categorizing the data (Strauss and Corbin, 1990, as cited in Cohen, et al., 2011). A code is simply a label or name that the researcher gives to a piece of information from the participant's idea. Coding allows the researcher to identify similar information (Cohen, et al., 2011).

There were several steps in doing the data analysis. The first step was the researcher analysed the data of the participants' activities during the observation through the researcher's note taking. The second step was the researcher breaking down the data into the evidences that include the four characteristics of the classroom participation. In this step, the researcher related the data with the theories to make sure that the evidences happened in observation belong to the

each characteristic of the classroom participation which is preparation, engagement, initiative, and listening.