

Chapter Three

Research Methodology

This chapter focuses on the methodology of this research. This chapter is divided into five parts. The first part of this chapter is the research design. It explains the method used to collect the data. The second part of this chapter is research setting. It discusses the place and time to collect the data. The third part of this chapter is research participants. The fourth part of this chapter is data gathering instrument and data gathering procedure. Finally, the last chapter is about data analysis.

Research Design

The purpose of this research is to find out the students' perception on essay-based assessment at English Language Education Department of one Private University in Yogyakarta. The researcher investigated the students' perception on the use of essay as an assessment tool to evaluate learning process, the benefits, and the problems of essay as assessment. The participants explained their experience when they wrote an essay at English Language Education Department of one private university in Yogyakarta. Based on the explanation above, the researcher decided to adopt descriptive qualitative research design. Merriam (1998) explained that descriptive means that the findings or the data gathered of the research is rich. Creswell (2012) explained that qualitative research is the exploration of problems by observation or interview to get deeper information from participants. The researcher used qualitative research, because the researcher can get information clearly from the data given by the participants.

Research Setting and Participants

This part contains the explanation of setting and participants of the research. This study was conducted in one private university in Yogyakarta. This study also took some students in order to be the participants. This part explained the characteristics of the participants. The detailed explanations are below.

Research Setting. This research was conducted at English Language Education Department of one university in Yogyakarta. There were two reasons why the researcher chose this place. First, the students at English Language Education Department of one university in Yogyakarta were familiar with essay. Essay was used by the teachers to assess the students' knowledge. Because of this, the students knew the benefits and the problems of writing an essay. Moreover, they knew how effective essay-based assessment as a tool to evaluate learning process. Second, the researcher was a student of English Language Education Department in this university. Thus, it eased the researcher to collect the data.

Research Participants. The researcher chose English Language Education Department of one university in Yogyakarta batch 2015 to become the participants in this research. There were reasons why the researcher chose the students batch 2015 as the participant. The students batch 2015 had enough experiences in making essay as assessment and the students batch 2015 was the last batch who were still active in teaching and learning process. There were four students who became the participants in this research. The participants were three female and one male. The females were Participant 1, Participant 2 and Participant 3, and the male was Participant 4.

Participant 1 was 20 years old. She had been learning at English Language Education Department of one university in Yogyakarta for almost three years. She was then in semester six. She never took a break from school. She made essays very often especially in semester four, five and six. Participant 2 was 23 years old. She had been learning at English Language Education Department of one university in Yogyakarta for 3 years. Then, she was in semester six. She never took a break from school and she had made essay for six times. Participant 3 was 21 years old. She had been learning at English Language Education Department of one university in Yogyakarta for 3 years. She was in semester six. She never took a break from school. She had made essay more than twice. Participant 4 was 20 years old. He had been learning at English Language Education Department of one university in Yogyakarta for 3 years. He was semester six and he never took a break from school. He often made essay.

Code	Age	Semester	Average of making essay
Participant 1	20 years old	Semester six	Very often
Participant 2	23 years old	Semester six	Six times
Participant 3	21 years old	Semester six	More than twice

Participant 4	20 years old	Semester six	Often
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Batch 2015 at English Language Education Department of one Private University in Yogyakarta had four classes. This research took one person from every class as the participant. Every class was represented by one person only. Participant 1 was from class D. Participant 2 was from class D. Participant 3 was from class C. Participant 4 was from class A.

The researcher had three criteria in selecting the participants. First, they must be students of English Language Education Department of one university in Yogyakarta where the research was conducted. Second, they had some experiences in taking essay as assessment. Third, they were from different classes. Cohen, Manion, and Morrison (2011) mentioned that the participants who are chosen should have criteria which have been selected by the researcher.

In the context of this research, the researcher used snowballing to choose the participants. Cohen, Manion and Morrison (2011) explained that snowballing is social networking when the researcher get the key informant and get the other participant based on the suggestion from key informant. Snowballing was used to make the researcher easier to find the participants.

The first step that the researcher did was contact the supervisor to ask her to give the researcher the key informants. Then, the supervisor gave two participants as suggestions. They are from class A and class B. Then, the researcher made an

appointment about their willingness to be the participants, time and where to conduct the interview.

The researcher needed to meet them again to do the interview for the second time. A constraint at the time was the participant from class A had no time to meet. The participant from class A was the first participant. The researcher asked for recommendations to find participants from the other class then he sent two contacts participants from class D and class C. The researcher contacted the two participants to make an appointment about their willingness to be the participants, time and where to conduct the interview.

The interview with the participant from class C ran smoothly but with the participant from class D did not because he had no time. But, the participant from class D gave three recommendations of his classmates to be the participants as his successors. The researcher chose one of the three recommendations as the participant, and then the researcher contacted her to make an appointment about her willingness to be the participant, time and where to conduct the interviewed.

The second participant was from class C and the third participant was from class D. The researcher contacted the supervisor to tell her about the interview and the lack of a participant of this research. Then, the supervisor gave a recommendation from class A to be the participant. The researcher contacted him then made an appointment about his willingness to be the participant, time and where to conduct the interview. He was the last participants of this research.

The researcher use code to name the participants. The code of participant one is Participant 1. The code of participant two is Participant 2. The code of participant three is Participant 3. Then, the last code of participant four is Participant 4.

Data Collection Method

The researcher used interview as data collection method to collect the information about the students' perception on the essay-based assessment at English Language Education Department in one university in Yogyakarta. The researcher considered interview as a data collection method because interview is helping the researcher get rich data and can get deep information. According to Cohen, Manion, and Morrison (2011), interview is a flexible instrument for collecting the data, and it is flexible because it can be done in a verbal or non-verbal way.

In this research, the researcher used standardized open-ended interview as the type of the interview. The researcher choose standardized open-ended interview, because the researcher had a topic to communicate (essay-based assessment) and the three research questions in this study. Creswell (2012) noted that open-ended question is questions which make participants answer by explaining. In open-ended interview, there is no limitation on answering the question, so the participants can answer based on their experiences. The researcher had an interview guideline which helped the researcher to interview the participants. Interview guideline is a set of questions which relates with research questions. Cohen, Manion, and Morrison (2011) explained that on standardized open-ended interview, the interviewer should ask the question sequentially. The construction of schedule of this research was open-

ended items. According to Cohen, Manion, and Morrison (2011), the advantages of open-ended questions is that the researcher can do in-depth interview to remove bias and investigate the knowledge of participants. In the interview, the researcher made sure that there was no bias on the participants' answers.

This research used unstructured response. The researcher considered on using unstructured response because it is easier for the researcher to add needed informations. Based on Cohen, Manion, and Morrison (2011), in unstructured response, the participants are allowed to answer the question with no limitation. The questions of this research were about students' perception of the effectiveness of essay-based assessment as a tool to evaluate learning process, the perception on the benefits and the problems of essay-based assessment.

Data Collection Procedure

After the interview guideline was made, the researcher made an appointment with the participants to do the interview. The interview was conducted at English language Education Department and in dormitory in one university in Yogyakarta where the researcher conducted this research. During the interview, the researcher used a mobile phone to record the conversation. In addition, the researcher also did note taking to write some important points. Indonesian language was used in the interview in order to ease the participants in answering the questions. The duration of the interview was about ten minutes for each participant.

Data Analysis

There were three steps in analyzing the data. First was transcribing the data record into word. The second was member checking. The last is data analysis. The three steps are explained in the following paragraphs.

The first step to analyze the data was transcribing the recording of interview. According to Cohen, Manion, and Morrison (2011), the researcher needs to have the record and other data that might be related. It means that the researcher must turn the record data into written data. Cohen, Manion, and Morrison (2011) also said that the transcript of data eases the researcher in analyzing the data. After transcribing the data, the researcher analyzed the transcript. The researcher used codes to name the participants so that the confidentiality of the participants were kept safe. Participant one was named Participant 1, participant two was Participant 2, participant three was Participant 3, and participant four was Participant 4.

The second step was member checking. The participants were given feedback to confirm the data. After the researcher read and checked the transcript, the researcher made an appointment with the participants to meet. The researcher gave written data to the participants to confirm that the written data was appropriate. The researcher clarified the unclear statement from the participants. According to Cohen, Manion, and Morrison (2011), the problem of using interview is that there may be different assumptions of interviewee and researcher. After the participants read the transcript, there was no added information of the transcript.

The third step to analyze the data was data analysis. The researcher analyzed the data using coding. Coding consists of four steps. The first is open coding. In open

coding, the researcher divided the data into small units such as line, phrase, sentence and paragraph. According to Strauss and Corbinas cited in Cohen, Manion, and Morrison (2011), coding is a process of data that should be broken down into small units then the data should be analyzed, conceptualized and categorized based on criteria from research questions. The second step in doing coding is analytical coding. According to Cohen, Manion and Morrison (2011) analytic coding is the arrangement of data based on the category. The third is axial coding. Based on Cohen, Manion & Morrison (2011) is axial coding. It is a procedure of marking the data based on how many participants mention the subject. Axial coding was important to look for the same answer mentioned by the participants (Cohen, Manion & Morrison (2011)). The last one is selective coding. Cohen, Manion, and Morrison (2011) said that selective coding is a process of selecting the main category to make a group based on the main category and relate it with the theory.