**Chapter Three**

**Research Methodology**

This chapter of the research reports the methodology used in this research which was presented in four parts. The first part of the research describes the research design used in the study. The second part presents the participants of this research. The third part of this study explains the research setting. The fourth part reports the data collection method. Last, the fifth part explains the data analysis.

**Research Design**

This study aimed at finding out PBI students' perception when they got bullied by their classmates and the impacts of bullying for PBI students in teaching and learning process. Based on those objectives above, the researcher used qualitative research approach in this study since it encouraged participants to explain the participants' personal opinions, perspectives, experiences, and knowledge. According to Cohen, Manion, and Marrison (2011), qualitative research is a depth, intricate, and detailed understanding of meanings from the voices of participants which probes issue that lies beneath the surface of presenting behavior and actions. Besides, Creswell (2012) said that "a qualitative research is suitable to address research problems which you do not know the variables and need to explore" (p. 16). By conducting qualitative research, the researcher gained new information about PBI students' perception when they got bullied by their classmates and the impacts of bullying for PBI students in the learning process.

Based on the research problems and research objectives achieved in this research, the research design used is qualitative case study. The researcher used this design to gain the data because it was an empirical inquiry that investigates a contemporary phenomenon within its real-life context. According to Merriam (1998), case study is an investigation about "particular situation, event, program, or phenomenon" (p. 29), which the end products of case study is thick and rich description of the phenomenon. Also, Merriam (1998) added that the case can be a student, program, or a group. Moreover, by applying case studies, it was able to express specific things, unique and vary things that could not be revealed in detail by other studies. In this research, the researcher explored the specific things related to bullying cases based on students' perception. Case study was used in this research because the problem in this research was students' bullying behavior which was a specific phenomenon in educational setting. Moreover, based on the researcher's experience, bullying behavior did not only exist in a particular situation, but also existed in all level students and learning environment. It means that bullying behavior existed in real life context, which was the context in educational setting.

**Research Setting**

This research was conducted at PBI of a private university in Yogyakarta. It made the researcher easy to manage the place and time in gathering the data of the research. Second, based on the researcher's pre-limenery research, PBI students also gave information related to bullying case. The other reason was based on my observation, PBI students had been doing bullying while joining the teaching and learning process.

**Research Participants**

In this study, the participants were three students of PBI. The researcher chose this batch because the researcher understood how bullying happened in this batch. The researcher chose only three students from the population who were being the victims of bullying. The researcher chose those students to become the participants of this research because based on the researcher observation those students gained bullying actions from their classmates in classroom or also outside of classroom. Furthermore, Creswell (2012) stated that one of the characteristics in qualitative is small sample size and there is no definite sample size. The researcher studied few individuals even single individual, because it was better to have few individuals to be studied and allowed the researcher to explore the information from the participants deeply. Besides, in qualitative design, there were no standard rules on the minimum number of the participants (Cohen et al., 2011). The researcher chose the participants based on students' experience in being bullied. The participants' name of the research was changed by the researcher to Lee, Jung, and Song. Then, the age of the first and the second participants in this research were twenty two years old, and the age of the third participant was twenty three years old.

**Data Collection Method**

The data of this research was collected using interview. According to Cohen et al. (2011), interview was a flexible tool, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled whilst still gave space for spontaneity, and the interviewer pressed not only for complete

answers but for responses about complex and deep issues. In this research, the researcher used interview guideline approach because the researcher wanted to know the specific and advance information from the interview. For the schedule of interview, the researcher chose open ended items. According to Cohen et al. (2011), open-ended questions are flexible and allow the researcher to get all the information clearly. The questions of the interview focused on students' perceptions when they got bullied and the impacts of bullying for PBI students in teaching and learning process. Additionally, Kerlinger (1970), open ended items supply a setting of reference for participants' answers, but put a minimum of control on the answer and participants expression. The reason why researcher chose open ended items because it was flexible, allows the interviewer to analyze the data in depth or to clear up misunderstanding. For the question format, the researcher chose non-direct question. According to Tuckman (2001), non-specific questions may lead indirectly to the desired information but less alarm by the participants. Besides, in non-direct question, the researcher asked projective questions. Care should be taken to ensure that the answer interpreted correctly in that situation. Further, questions may be required to determine exactly what the participant's mean. The researcher used unstructured response mode. This mode allowed participants gave their answer in whatever way she chooses (Tuckman, 2001).

Open-ended questions were used by the researcher to gain the data from the participants of this research. The length of the interview for every single participant was 10 up to 15 minutes. The interview used voice-recorder to record the participants' voices when they answered the questions from the researchers. The researcher used

Bahasa Indonesia in order to avoid misunderstanding between the researcher and the participants.

**Data Analysis**

After the data had been collected by the researcher, the next stage was analyzing the data. To analyze the data, it took some processes including transcribing the data, member checking, and coding.

After conducting interview, the researcher transcribed the recording from the interview into written text. According to Cohen, Manion, and Marrison (2011), transcribing is essential steps doing after the interview. The transcript data used the original language from the recording. The interview was conducted in Indonesian language. So, the researcher had to translate the data of the interview into English. In this case, the researcher translated the data by her own self. Furthermore, the result of translation was checked by the language consultant and the lecturer in order to avoid misinterpretation.

After transcribing the data, the researcher did member checking. According to Creswell (2012), in member checking, the researcher asked the participants to check and to confirm the accuracy of the statement. Here, member checking was a process to confirm or check the data from the participants to make sure of the validity and clarity of the data. The researcher asked some ambiguous points to the participants of this research. The result of the member checking described that the participants gave some additional information for some unclear statements. Then, the researcher put all the result gained by doing the member checking into the transcribing.

The next step which was conducted by researcher after doing member checking was checking the interview transcript and coding the data. Kerlinger (1970) defined coding as a translation of question responses and participant's information to specific categories for the purpose of analysis. In this research, the researcher used three kinds of coding. The first was open coding, the second one was axial coding, and the last one was selective coding. Furthermore, according to Cohen et al. (2011), open coding is only a new label that the researcher attaches to a piece of text to describe and categorize that piece of text (Strauss & Corbin, 1990: chapter 5). In open coding, the researcher made the data into descrete parts, closely examined, compared for similarities and differences questions were asked about the phenomenon reflected in the data. Axial coding was a category label ascribed to a group of open codes which referents (to phenomena being described) and enclose similar meaning. It was connected between core categories with another category. Additionally, this was the process of categorizing the open coding results into categories based on the needs of the research. In axial coding, the researcher made the categories to some subcategories. In subcategories, it consisted of the answer questions like when, where, why, who, how  and with what consequences around a focal category. Subsequently, selective coding was validated the relation between one category to another so that the result will be valid.  In selective coding, the researcher identified the core of a variable. It was one variable among all variables generated during coding the data. Finally, all of those were used to analyze the data.