

Chapter Three

Methodology

This chapter presents the research methodology which covers some points. They are research design, research setting, population, sample and sampling, data collection method, validity and reliability, and data analysis. In the research design, the researcher explains the research design used in this study. In the research setting, the researcher explains where and when the data were taken. The researcher explains the population and sample used in this study, and also the way to take the sample. The researcher further explains the instrument used to gather the data including validity and reliability of the research instrument. Moreover, the researcher explains the data collection procedure. Furthermore, in this chapter, the researcher also explains the way to analyze the data.

Research Design

The researcher used quantitative research design, more specifically using descriptive quantitative design. Deslandes and Bertrand (2005) stated that in quantitative research the investigator identifies a research problem based on phenomenon or trends in the field and need to explain why something happens. In this study, the researchers used survey design to conduct the research. According to Creswell (2012), survey design is the procedure in quantitative research which the researcher conducts a survey to a sample or to the population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. The researcher used cross-sectional as survey design. In cross-sectional survey design, the researcher

collects the data at one point in time for individuals to think the issue about the attitudes, beliefs, opinions, or practices. The reason why the researcher chose quantitative research design was because the researcher wanted to know the trends of teaching style preferred by students at English Language Education Department. Therefore, the quantitative research design was the most appropriate design for this research.

Research Setting

This research took place at an English Language Education Department (ELED) of a private university in Yogyakarta. The reason for the researcher to choose this place was because based on the researcher's observation this department provides various teaching styles during teaching and learning process. Besides, the researcher has an access to this ELED. Therefore, it was easier for the researcher to take and collect the data in this department. The data were taken in March 2018.

Research Population and Sampling

Population. The population of this research was the students of English Language Education Department in a private university in Yogyakarta. According to Creswell (2012), population is the group of individuals that have different characteristics from the other groups. In this research the populations were all the students batch 2015 including class A, B, C and D. There were 118 students batch 2015. The researcher chose students batch 2015 because they have been studying for three years. It means that they have enough exposure to the different teachers'

teaching styles in their learning process at English Language Education Department in a private university in Yogyakarta.

Sampling. According to Cohen and Manion (2011), sampling is the technique to take the sample. This study used the non-probability sample as the sampling. The non-probability sample is sampling techniques which is the member of participants in the wider population that have been selected are unknown. The type of the non-probability sample used in this study was convenience sampling. According to Cohen *et al* (2011), convenience sampling is the sampling that the researcher will only involve the nearby people or individual which is accessible and available at the time. Then, the researcher used the whole people in the population which there were 118 students as the sample of the research. While distributing the questionnaire the researcher got 104 students as the respondents. There were 14 students who did not come to the class when the questionnaire was distributed. The researcher chose convenience sampling technique because the researcher did not need to find the respondents who are not available at the time of data gathering. This eased the researcher to collect the data.

Research instrument

In this study, the researcher used questionnaire as the instrument. The researcher used questionnaire of teaching style preference as the instrument of this research. Questionnaire is an instrument used to collect the survey information, provide structured often numerical data and to be straightforward to analyze (Wilson

& McLean as cited in Cohen *et al*, 2011). The researcher adopts some items from Grasha and Riechmann (1996) on teaching styles survey.

The researcher used rank order question as the research questionnaire. Ovadia (2004) stated that rank order question is similar to the multiple choice question in that it identifies options from which respondents can choose but asks respondents to identify priorities from items of question (as cited in Cohen *et al*, 2011). The research questionnaire for this research consisted 5 items of teaching style. The 5 items of teaching style are expert, personal model, formal authority, facilitator, and delegator teaching style. The researcher also provided and explained the characteristics in the questionnaire of teaching style. The characteristics of teaching style are teaching role, delivering subject, and classroom activity. In addition, the researcher provided one open ended question to support the survey. It was aimed at making the respondents give the reason of choosing one of five teaching style.

Validity and Reliability

According to Cohen *et al* (2011), “validity is an important key to effective research” (p.179). The researcher used the validity test to verify whether the questionnaire was valid or invalid. The researcher used expert judgment to check the validity of the questionnaire. The experts were three lecturers of English Language Education Department in a private university in Yogyakarta. The researcher gave the questionnaire to the three expert judgment on March 8, 2018 and March 11, 2018. The expert judgment gave feedback for the questionnaire. The three experts judgment gave the suggestion and recommendation about content of the

questionnaire. The three expert judgment revised some item of questionnaire. They added some points in every item of questionnaire. The point is the characteristic of teaching style. They also asked to put three characteristics in every teaching style which make the questionnaire easier to read and understand. It helped the respondents filling out the questionnaire. The questionnaire that have been validated using expert judgment was used to collect the data.

After getting the result of validity of the questionnaire, the researcher measured the realibility of questionnaire. In this research the researcher measured the realibility value by using the Cronbach's alpha as follows:

Cronbach's Alpha	Criteria
>0.90	Very high reliable
0.80-0.90	Highly reliable
0.70-79	Reliable
0.60-0.69	Low reliable
<0.60	Unacceptably reliable

After checking the form from three expert judgment, the result of reliability was 1.24 which means the reliability of this research is very high reliable (Appendix 2 p. 51).

Data Collection Procedure

This questionnaire were distributed to students of ELED batch 2015 class A, B, C, and D at English Language Education Department. The researcher distributed

this questionnaire on March 22, 2018 until March 24, 2018. The researcher distributed the questionnaire by entering the class after got the permission from the lectures. Before distributing the questionnaire, the researcher explained to the respondents on how to fill the questionnaire. Then, the researcher stayed around 15 minutes when the respondents were filling out the questionnaire. After filling out the questionnaire, the respondents immediately gave the paper back to the researcher.

Data Analysis

After distributing the questionnaire to the participants the researcher collected the result of the answer from questionnaire and input the data to Microsoft Excel. Then, to analyze the data, the researcher used descriptive statistics. Cohen *et al* (2011) defined that descriptive analysis describes the data about the research. Descriptive statistics used to answer the research question about “What are the kinds of teaching styles preferred by students at English Language Education Department in a private university in Yogyakarta?”. The researcher calculated the calculation from questionnaire, how many participants chose expert, personal model, formal authority, facilitator and delegator teaching style. The researcher also classified the students’ reasons of choosing teaching style from the data gathered from open one ended question. Therefore, the researcher provides the students reason in the chart in every teaching style.