

Chapter Three

Research Methodology

This chapter discusses the methodology used in this research to answer the research questions presented in chapter one. This chapter consists of research design, research setting and participant, data collection method, and data analysis. This chapter also shows how the research was conducted by the researcher. Besides, this chapter shows how the data was analyzed.

Research Design

The aim of this research is to find out students' view on the teachers' grouping method. The qualitative research design was applied for this research in order to explore students' view on the teachers' grouping method in teaching and learning process at English Language Education Department (ELED) of one private university in Yogyakarta, Indonesia, and to know the students' view on the teachers' grouping method at the department. In this research, the participants explained their experience about the grouping method when they learned English at the department. According to Creswell (2012), qualitative research is gathering the information based on the problem need to be explored to obtain a deep understanding in the learning process by observing or interviewing individuals. It means that when the researcher wants to explore the student's view of the teachers' grouping method in the learning process, qualitative research can be the research design.

The researcher adopted descriptive qualitative. According to Merriam (1998), a descriptive research in education is describing the phenomenon under study in detail. In descriptive research, the researcher described the incident or the situations in detail. It means that the researcher tried to get much information from the participant regarding with the students' view in the teachers grouping method. The description of this study focused on the

exploring students' view of the teachers' grouping method in the teaching and learning process. Hence, the researcher adopted descriptive qualitative research because the researcher wants to give more detail explanation about the information and discussed all of the information of this research.

Research Setting

Research setting. The researcher conducted this research at ELED of one private university in Yogyakarta, Indonesia. The researcher chose the department because there were issues related to the formation of the group discussion in the learning process. Beside, most of the teacher in this department also often implements the grouping method in the discussion in the teaching and learning process. The researcher decided to conduct the research at ELED of one private university in Yogyakarta, Indonesia because it was accessible, and it eased the researcher to get the data. This research was conducted in February 2018. The researcher conducted the data in February 2018 because in that time the process of teaching is already active after long holiday.

Research participants. The researcher chose ELED of one private university in Yogyakarta, Indonesia students to become the participants in this research. The researcher decided to choose third-year students to become the participants in this study. They were selected because they had experience about various grouping methods since semester one up to semester five or in other words, they had experience in doing the grouping methods more than two years. The researcher believed that experiencing learning using grouping methods for two years was enough because the students knew the situation and the phenomena about the grouping method in teaching and learning process. Based on the reasons, the students' batch 2015 was appropriate to be the participants in this research because they fulfilled the characteristic to become the participant. The researcher chooses four students of batch 2015.

Based on their willingness to be the participants in this research. Four people represented the answer related to the problems of the grouping methods in the learning process.

Interview session was conducted on February 2018. The participants in this research consisted of two male students and two female students. The participants' names were presented in pseudonym as Rio, Aldi, Aster, and Kamboja. The first participant Rio is a male student. During his study time, he had ever joined some different classes such as class A, C, and D. In every class, he faced various grouping method in some courses started from the first semester until in six semester.

The second participant, Aldi is also a male student. He had ever been in different classes in every semester, and he faced many kinds of grouping method used in the class discussion. He did not only join the class with students' batch 2015, but he also ever joined in class with student's batch 2014. He also faced various grouping methods in some course start from first semester until six semesters.

The third participant Aster is female student. She never joined different class from the first semester until six semesters, but she faced several of grouping method in the learning process. She did not move to other classes, but the students in her classes changed. Therefore, she got new group members in group discussion in every semester.

The fourth participant Kamboja is female student too. She was ever in class A and D. In both classes, she met different people and experienced various grouping methods in some courses in every semester. Thus, the fourth participant knew well about kinds of the grouping method in the teaching and learning process.

Research Instrument

In the interview process, the researcher used three tools. The tools include interview guideline, a recorder, pen and paper. The explanations are presented below:

Interview guideline. In the interview session, the researcher prepared eight questions in the interview guideline which related to exploring students' view on the grouping method. First, the researcher prepared the questions before doing the interview, and the researcher ensured that the questions were in good sequence, so the interview questions were structural. The question is related with the kinds of grouping method and the impacts of the grouping method.

A recorder. The researcher also prepared a recorder in the interview session. The researcher recorded the participants' information using the recorder from the researcher's mobile phone in order to get the researcher clear information.

Pen and paper. The last, the researcher used pen and paper for note taking in the interview session. That equipment-was important, because it helped the researcher in the interview. Then, the pen was used for taking note or for highlighting something important on the participant's answers. It helped the researcher to confirm the participant's answer.

Data Collection Method

In this part, the researcher explains the technique of data collection. The technique is use interview. The researcher also did some steps to doing interview process.

Method. The methodt used by the researcher in gathering the data was interview. According to Cohen, Manion, and Morrison (2011), interview is a tool for collecting the information about the object of study which the question asked by the interviewer and responded by the interviewee to answer the question deeper. In interview, the researcher can ask the question directly verbal or non-verbal to complete the answer for deep issues of

exploring students' view on the teachers' grouping method such as about self-selection and random-selection grouping method, so the researcher will be able to get clear data regarding with the grouping method in the teaching and learning process from the participants. Cohen et al. (2011) stated that there are three purposes in interview, for instance, it is used in collecting the data; it is used in identifying the variable or testing the hypotheses; it can be used in connecting the other methods. In other words, in interviewing, the researcher can get the information from the participant's experience and can pursue in-depth information related to the research.

The researcher used standardized open-ended interview for this research. In the standardized open-ended interview, the participants of this research were asked same basic questions in the same order, because the researcher wanted to know the detail information from the participants about exploring students' view on the teachers' grouping method. In addition, the researcher applied standardized open-ended interview, because there was no limitation for the participant to answer the questions which meant that the participants could tell their entire experience about grouping methods, and also the researcher was able to get many information regarding with the grouping methods. In short, interview was appropriate because it helped the researcher to get deeper information from the participants since there was no limitation in the interview session. The researcher takes seven until ten minutes for the interview session in every participant.

Procedure. There were several steps in conducting the interview process. First, the researcher made interview guidelines. Second, the researcher made consent with the students of English Language Education Department who would be the participants of this research. Third, researcher made an appointment with the participants on the time and place of the interview process. Finally, the researcher met the participants and did the face to face interview.

The language used in the interview is Indonesian language. The researcher used Indonesian because that is the first language for the interviewer and the participants. The researcher wanted the participants to have clear understandings about what the researcher meant when they were interviewed. Therefore, it could make the participants avoid misunderstanding and comfortable in answering the question from the interviewer. Therefore, the information was detail and clear.

Data Analysis

In data analysis, the researcher did three ways in analyzing the data collected from the interview. The first step done by the researcher was transcribing the data recorded from the interview session. In this point, the researcher transcribed the recording verbatim. The researcher transcribed the participants' answer without adding or editing the answer. In transcribing the data, the researcher transformed the spoken data to written data in order to help the researcher in analyzing the data.

After transcribing the data, the researcher checked the validity of the data. In checking the validity, the researcher did member checking with every participant. According to Cohen et al. (2011), from the phenomena, the researcher can select the data that related to the problem which is being studied. The researcher did member checking to check whether every point given by the participants was listed correctly or not. The researcher met every participant to do the member checking by showing the transcript of the interview to the participants in order to confirm whether or not it was in line with what they said. The participants confirmed that the transcript matches with their statements during the interview session.

After doing member checking, the researcher did coding to analyze the data. There were four steps in doing coding; there were open coding, analytical coding, axial coding, and selective coding. In open coding the researcher gave the label to a piece of data. The

researcher underlined the important point from the participants' answer. According to Cohen et al. (2011), coding is deciding the category label to a piece of data from the similar information. In doing open coding, the researcher attached the data on a sentence-by-sentence or text basic regarding with the answer from the students' view on the teachers' grouping method. Cohen et al (2011) stated that open coding is like giving a new label to a piece of text that have been described and categorized by the researcher.

The second coding was analytical coding. In doing analytical coding, the researcher gave the descriptive code or translates statement from the participants it is like interpreting the answer from the participants. According to Cohen et al. (2011), in analytical coding the researcher gave more explanation from the descriptive code, and sometimes it can be called as interpretive. The researcher makes the information into point. The researcher also listed the same categorize that was transcribed in open coding. Then, the researcher listed in which items were mentioned.

The third coding was axial coding. In axial coding, the researcher the researcher gave the category theme from the participants' answer. Cohen et al. (2011) said that axial coding changes the original statement to the small unit from the whole text that followed by open coding. The researcher gave theme or topic from the statement of the participants. Before giving theme, the researcher translated the participants' statements. As a result, the theme or topic would be based on the core of participants' statements.

The last was selective coding. In the selective coding the researcher identified the categories of the text and gave a deep understanding of the main phenomena. Cohen et al. (2011) stated that in the selective coding, the researcher gave more descriptive and analysis core category the phenomena. The researcher grouped the theme based on similar meaning of all participants. Afterward, data coding was reported by the researcher in form of words.