

Chapter Three

Research Methodology

This chapter presents the research methodology that researcher used in this research. This chapter consists of research design, setting, participants, data collecting method, research instruments, data collecting procedure and data analysis. In this chapter, the researcher explains and describes how the researcher got the information.

Research Designs

The purpose of this study was to investigate the advantages and disadvantages of using group assessment based on the students' perceptions on using group assessment. Thus, the researcher used qualitative design to gather the data. One of the characteristics of qualitative is to explore and develop the central phenomenon to get the detail information (Creswell, 2012). In qualitative research we can explore the topic widely including the perception, understanding, and experience of the participants (Mason, 2002). Therefore qualitative research design was suitable to be used in this research.

Furthermore, descriptive qualitative used in this research because the researcher need the participants' explanations descriptively. The result of this research showed students' perception and experiences on using group assessment. This design helped the researcher to get information in detail about the students' perception on the advantages and disadvantages of using group assessment based on their experiences.

Research Settings

This study was conducted at one of private university in Yogyakarta which implements group assessment in several classes. The researcher chose that private university because this department was using group assessment for many times. Group assessment that students usually use are group discussion and group presentation. In group discussion and group presentation, the lecturers divide the students into several groups. Then the lecturers give the task for the students. The tasks can something that students have known before or a new issue. In group discussion, the teachers continue to ask the students to answer the assignment by delegation of each group and share their group idea to other groups. Lastly, the teachers give some feedback or give the right answer of the question. In group presentation, every group needs to present their group idea in front of class one by one.

The setting was accessible for researcher to collect the information from the students who ever did group assessment during classroom activity at that private university. The activity of group assessment that teachers usually use are group discussion and group presentation, and the other assessment that teachers can use is role play. This research was started from October 2017 and lasted on July 2018. The researcher collected data on April 2018 and continued to analysis the data.

Research Participants

The participants of this research consisted of three students who have experienced on using group assessment in teaching and learning process at a private university in Yogyakarta. The participants were batch 2014 students. The researcher chose students on batch 2014 because they have the longest period of studying at that private university, so it can be assumed that they have more experiences in group assessment. The researcher chose three participants who have many experiences on using group assessment. The researcher gathered information from active students in different level of GPA to see the students' perception based on different level. The researcher assumed that students have different opinion based on their GPA level. The student with excellent level may the very active student and give more contribution than other, so the student might think that the other member give less contribution. The other students with different level of GPA may have different opinion on the students who have no chance to talk. The participants' identities were anonymous and changed to Participant 1 (P1), Participant 2 (P2) and Participants 3 (P3). When the researcher conducted the data collecting procedure, the students were active in the teaching learning process, participant one has excellent level of GPA (3.51 – 4.00) with score 3.75, participant two has satisfactory level of GPA (2.76 – 3.50) with score 3.47, and student who has good level of GPA (2.00 – 2.75) with score 2.62.

Data Collecting Method

Interviews enable participants to express their opinions or experiences in their own way (Cohen et al., 2011). This research used interview to collect the data because interview is not only to get information from the participant spontaneity but interview also can gather information into wider and deeper data. The researcher chose this method because interview was appropriate method to collect the data widely and deeply. Especially the aims of this research were to know the students' perception of advantages and disadvantages on the use of group assessment.

The type of interview that used by the researcher in this study was standardized open-ended interviews. The researcher chose this type of interview because standardized open-ended interview has organized interview guideline and should follow the sequences. Cohen (2011) explained that standardized open-ended interview use an interview guideline and develop the question outline sequenced. It means that using this type of interview the researcher can develop the questions and get more specific information from the respondents' answer. The participants may have different answers and the researcher can change the questions upon the interview to make an appropriate question (Teijlingen, 2014).

The interview was conducted in Indonesian language to make the communication clear. Indonesian language is the native language of the participants and the researcher. Using the first language made the researcher and the participants

understand the meaning of the words, and avoid misunderstanding between researcher and participants when conducting the interviews.

Research Instruments

Interview guideline was one of the instruments used in qualitative research by interviewing the participants to collect the information. Cohen (2011) explained that interview is used to discuss the participants' interpretation on their own and to express their opinion about a situation based on their own mind. He also mentioned that the purpose of interview is to gather the data based on experimental situation and respondents' opinion.

The tools that researcher used were tape recorder (from researcher's cellphone), and notebook. The researcher recorded the interview activity and did the note taking on participants' answer. The note helped the researcher to get more depth answer by developing the participants' answer. Then, the recording used to record the whole context of the interview, so the researcher was not lost the point of interview guideline. The researcher asked permission to the participant to be interviewed. The next step, the researcher asked the participants about their experience on implementing group assessment in the class activity. Then the researcher started the interview.

Data Collecting Procedure

The researcher prepared the instrument to collect the data which was an interview guideline. Then, the researcher chose the participant based on the

criteria, followed by preparing tools. Then the researcher determined the participants who agreed with the criteria. After that researcher contacted the participant use Whatsapp application and get permission from the participants. The last, the researcher made an appointment with the participant including time and place and the participants did the interviews. The researcher gave short explanation about the topic before did the interview, so the participants have an overview about the topic of this research.

The researcher prepared the interview started from making the interview guideline and ended by interviewing the participants. First, the researcher made an interview guideline. Interview guideline was the questions that researcher set to ask to the participants. The questions were open-ended questions. Cohen (2011) stated that open-ended question is flexible, so the researcher can get more depth information from the respondents. Second, the researcher made an appointment with the participants. Third, the researcher met the participant and did the interview.

Indonesian language was used for the interview because it was the mother tongue of both researcher and participant. The researcher used Indonesian language to avoid misunderstanding during the interview. After that the researcher retold the participants' answer to check the participants' prior answer and closed the interview. Time allocation of interview was held for about ten up to twenty minutes for each participant. Every participant had different allocation time. Participant one spent 10 minutes, participant two and participant three spent twenty minutes to be interviewed.

Data Analysis

The researcher used coding to conduct the data analysis because the researcher was transcribed the record of the interview into word or text. Transcribe is process to change audio into text. After the researcher interviewed the participant, the researcher transcribed the participant's answer from audio to the text. Then the researcher conducted member checking by giving the data transcript to the participants to check the transcript text included the whole point exactly similar with the answer in the interview session. The researcher sent the transcript via email and noticed the participants after delivered the transcript. The participants had different time to check the transcript and gave feedback. Participant one and two noticed the researcher that they checked the transcript in the same day and told that the transcript was good and did not need to change. Participant three noticed the researcher in the next day and mentioned the same point.

After that the researcher continued to the coding part, in open coding the researcher divided the transcript into some categories. The categories could perform on a line by line, paragraph by paragraph, or sentence by sentence. Strauss and Corbin explained that open coding is the process to break down the text into smaller units and then examining, comparing, conceptualizing and categorizing the data (as cited in Cohen, 2011). The text was marked and got a label (coding) that the researcher created to be something relevant with the data. It was easier for the researcher to find out the point of the text.

Analytical coding was the step that used to describe the text into some point. The participant answered some point for one question, this step was to identify in detail about the point of the data. Cohen (2011) mentioned that in analytical coding the data will be more explanatory or descriptively.

Then, the researcher did axial coding. Axial coding was the step to give a code for similar meaning of the text. Axial coding was used to categorize the similar meaning of the text to some of the subcategories and to make the subgroup into one category. Cohen (2011) stated that, “axial coding connects related codes and subcategories into a large category of common meaning that is shared by the group of codes in group” (p. 562,).

The last, the researcher did selective coding to explain or give the main point of the answer in the text. In this last step the researcher wrote the main point of the text with the code of the answer categories. Cohen explained that, “selective coding identifies the core categories of text data, integrating them to form a theory” (p. 562, 2011). Cohen also mentioned that selective coding is similar to axial coding, except this greater level of abstraction. After that the researcher could find the result of the study and present the result of the study in the next chapter.