

Chapter Three

Research Methodology

This chapter discusses about the methodology of this research to answer the research questions presented in chapter one. This chapter contains of six points such as research design, research setting, research participants, data collecting method, data collecting procedure, and data analysis. Research design discusses about the design that had been used in this research. Research setting mostly discusses the time and place of the research had been held. The researcher also explains the research participants and the ideal characteristics of the participants. On data collecting method, the researcher describes the data collecting technique used in this research, including the types, the structure, the question format and also the response mode and data collecting instrument used in the research. The researcher explains the procedure of conducting this research on data collecting procedure. Lastly, the researcher identifies the steps of data analysis used in this research.

Research Design

The researcher uses qualitative research design. The researcher wants to get an in-depth finding in this research. In this research, the researcher got the data in terms of description, which helped the researcher to get flexible, subjective and emerging structure data. In qualitative research method, the research purposes are subjective, using prospection, in terms of describing (Creswell, 2012). Creswell (2012) stated several characteristics in qualitative research which met the

characteristics of this research. Qualitative research explores a certain problem and develops detail information on a certain phenomenon. The data analysis in this research is written in a larger meaning. In writing the findings, the researcher uses a flexible and emerging structure.

The research design used in this research is case study. The researcher believed that case study would be suitable for this research because it defined the object of the study or the case. This research focuses on the phenomenon that happened at an English Language Education Department in a private university in Yogyakarta. The objectives of using this research design are for clarifying readers' understanding towards the phenomenon, explaining the innovation and obtaining information from a variety of sources. Those objectives refer to a specific research design which is a case study research design. The case study research design is based on the participants' experience at an ELED in a private university in Yogyakarta. The researcher found out the teaching-learning method which referred to the educational program field.

There are several types of case study design such as disciplinary orientation and overall intent. Overall intent case study is case study that focused on the purpose of the research (Merriam, 1998). Overall intent case study is divided into a descriptive case study where a researcher observes a detail phenomenon under study, an interpretive case study where a researcher develops a conceptual theoretical assumption, and evaluation case study where a researcher includes the judgment for the evaluation.

The descriptive case study focuses on specific issues so it can be identified and explained (Merriam, 1998). The researcher defined a specific purpose in this research which was finding out the students' perception of teachers' implementation of Task-based Learning method at an English Language Educational Department. This purpose refers to an overall intent case study. Therefore, the researcher identified this research as a descriptive case study because the researcher strongly focused on a certain method (TBL) implemented in a certain area which was in ELED of a private university in Yogyakarta.

Research Setting

The researcher conducted this study at an English Language Educational Department (ELED) of a private university in Yogyakarta. The researcher chose English Language Education Department because several teachers implement TBL method in their classrooms. The researcher also believed that there had been no research that seeks out on this particular field of study in this ELED in a Private University in Yogyakarta. Moreover, ELED of this university is the place where the researcher studied, so it was easier for the researcher to gather the data.

The researcher believes that several teaching-learning methods had been implemented in ELED classroom through the first up to the fourth year. One of the methods implemented in ELED classrooms is Task-based learning method. The researcher believes that several teachers implement TBL method in ELED classrooms.

Research Participants

In this research, the target participants were four students. The researcher decided the criteria of the participant as follows; the participant must be active students at ELED in a private university in Yogyakarta and the participant must have learnt and taught by the teachers who implemented TBL inside an ELED class. The researcher chose ELED in a private university in Yogyakarta because teaching-learning method was taught on the third year. This means that the researcher can ask question regarding the implementation of the TBL method.

The researcher had four of third year students as the participant of this research because the researcher believes that the students had learnt several kinds of methods in teaching English language in general and it made the data collecting technique easier to conduct. Third year classes are usually theory-based classes. Unless the third year students retook class, they usually did not take any skill-based classes such as speaking, writing, listening and reading classes. Theory-based class in ELED focuses on teaching pre-service students. Third year students are required to learn based on theoretical book. The researcher chose four participants from each class among batch 2015 students. Each participant is a good representative for the whole class.

The participants were selected by using Non-Probability Sampling as for a qualitative research design. There are several types of non-probability sample such as convenience, quota, purposive, dimensional and snowball sampling (Cohen, Manion, & Morrison, 2011). The researcher chose to gather the participants through purposive sampling. The researcher chose purposive

sampling because this type of sampling gave the researcher chances to get the right representatives to be the participants. Teddlie and Yu (2007) explained that purposive sampling can be used to focus on specific and unique cases. This research focuses on a certain method implemented in a certain area. Thus, purposive sampling can be used in this research and by using purposive sampling the researcher gathered an extensive data.

Data Collecting Method

Data collecting method in this research was divided into two parts. There were the data collection techniques and data collection instrument. The data collecting techniques discusses about the techniques the researcher's used in this research. The data collection instrument explains about the tools used in this research.

Data collection technique. The researcher used interview as data gathering method used in this research. Interview had been chosen by the researcher because it gives the participant chance to answer in complex and deep form (Cohen, Manion, & Morrison, 2011). According to Bogdan and Biklen (as cited in Cohen, Manion and Morrison, 2011) there are several types of interviews such as structured, semi-structured and unstructured. There are also several types of conducting interview such as face to face interview, group interview and telephone interview. The type of interview used in this research was semi-structured. The researcher used face to face interview in this research.

The researcher believes that semi-structured interview gave in-depth and also ensuring answers. The structures used were mostly open-ended questions. For example, the researcher asked about what is Task-based learning method in their opinion. According to Cohen, Manion and Morrison (2011) there are several types of question format and response mode. The question format was descriptive questions and the response mode was un-structured response in order to get the bigger and wider information from the participants. The researcher used Indonesian language in the interview. Indonesian language was chosen to avoid misunderstanding between the researcher and the participants when the interviews were conducted.

Data collection instrument. The instruments used in this research were interview guideline, chatting apps (WhatsApp and LINE Messenger), voice recorder from hand phone, a speech to text notepad website called 'Speechnotes', notebook and stationery.

Interview guideline helped the researcher to ensure that there were no missed out questions, and to ensure that there was no question that left unanswered. Chatting apps was used by the researcher to contact each participant and to ask them where and when the interview was carried out which certainly based on each participant's willingness. In this research, voice recorder was also used. The *voice recorder app from hand phone* helped the researcher save the conversation with each participant. These recordings were used as evidence of the findings which were transcribed to written text. The other instrument that was used in this research was from website called Speechnotes. Speechnotes helped

the researcher transcribed the data from audio recording to written text. Notebook and stationery were used in this research to take note of important points in the interview.

Data Collecting Procedures

The researcher began with creating an interview guideline. This section took 1 week in preparation. Then, the researcher conducted the interview with participants. The interviews were held based on the agreement of both researcher and participants in terms of time and place, and it was on the participant willingness. The researcher conducted interview one by one or individual interview.

Then, the researcher asked for participant's permission to record the interview. The researcher stated the purpose of the interview and told the participant that the information stated was privacy and was only used for the purpose of the research. Then, the researcher started the interview. The interview lasted for around 15 minutes. The interviews were done around April 2018 because the teaching-learning process was already underway that month. The researcher conducted the interview with participant A on April 13th, participant B on April 14th, participant C on April 16th, and participant D on April 16th 2018. Then, the researcher transcribed four audios into written text using website called 'Speechnotes' and re-checked the transcribed interviews.

However, the researcher found out that three of four interviews were not answering the research question of this research. The researcher chose to re-

conducted three interviews. The researcher redid the interviews because the researcher found out that the answers were not related to the TBL method. The researcher redid the interview with participant A on April 25th, participant B on the same day and participant D on April 23th 2018. Then the researcher transcribed the audio interviews into written text using 'Speechnotes' and re-checked the transcribed data.

After getting the written data, the researcher started to analyze the data. This section was the longest part in this research. The researcher started the coding with labeling the main answers from each participants using open coding. The researcher followed the coding by categorizing the main answers into several findings using analytic coding. Next, the researcher counted participants' answers in each findings using axial coding. Lastly, the researcher put each finding in table using selective coding. The researcher took around 3 weeks to analyze the data. In total, this research was feasibly done in around five and a half weeks.

Data Analysis

The researcher used coding for interview data analysis. The researcher began with transcribe the interview session into written form. The researcher used web app that was called Speechnotes: Speech to Text Online Notepad from the website <https://speechnotes.co/>. Speechnotes was chosen because it can change audio recorder directly to written text. Speechnotes can also help the researcher to reduce the occurrence of interference on the result of data. The researcher opened the website after conducting the interview as transcribing the data process; the

website was directly transcribed the audio into written text. After transcribing the data from audio to text using 'Speechnotes' website, the researcher double checked the transcribed data to make sure there's no difference between audio and written text. Then, the researcher conducted a member checking to check the trustworthiness of the transcribed data. After that, the researcher started to break down point by point using coding.

There are several kinds of coding such as open, analytic, axial and selective coding (Cohen, Manion, & Morrison, 2011). The researcher used all of the coding stated by Cohen, Manion and Morrison (2011). In open coding, the researcher identified the main point of each participant's answers; gave label to each answer; translated it into English. In analytical coding, the researcher put each answer in categorical depended on the label/theme that had been given in open coding. In axial coding, the researcher found out how often the same answers stated by the participants using tally mark (/). In selective coding, the researcher created table consisting the answer within the same theme.