

Chapter Three

Research Methodology

In this chapter, the researcher presents the methodology that was used in this research. This chapter explains six aspects. The first is the research design used in this research. Furthermore, the researcher explains about the research setting of this research. After that, the researcher reveals and explains about the research participants. Then, the data collection method and data collection procedure will be elaborated. Lastly, the researcher presents the data analysis technique.

Research Design

This research aims to focus on the students' perception on the use of LMS in learning ELED of one of private Islamic university in Yogyakarta. The researcher used qualitative method for this research. According to Creswell (2012), qualitative method is an appropriate method for exploring a problem, then examining a single and detailed phenomenon; also the researcher is able to learn from participants as well. Furthermore, the researcher analyzed the data that have been obtained, explained the findings or results obtained, collected data to be studied and developed, and then recorded the results of the study (Creswell, 2012).

To present the students' perception on the use of LMS, this research adopted a descriptive design. The descriptive design is a qualitative procedure to find detailed information in which the researcher describes the lives of individuals, collects the data, and shares the stories about these individuals' lives and their experiences, in which these stories often relate to school classroom

experience or activities in school (Cohen, Manion, & Morrison, 2011). This research was conducted to the individuals who use LMS in learning English. Based on the explanation above, descriptive design can be used for students in the education aspect.

The researcher used the descriptive qualitative method for this research. The result of this research was an exploration which used the descriptive qualitative method. The results of this research are rich, deep, and full of description. Merriam (1998) defined descriptive qualitative as a method which leads the result of the research to be complete, rich, and able to summarize all the issues in the research that was investigated. For the reason above, descriptive qualitative was chosen as the design of this research. Descriptive method was appropriate with the research.

Research Setting

The research was conducted at ELED at a private Islamic university in Yogyakarta. Eight lecturers in ELED at a private Islamic university in Yogyakarta used LMS for their courses. The use of LMS is not only related to technology, but also related to learning English. LMS is an education subject that has been inserted as one of the subjects in learning English. The above reasons would be suitable for the ELED of a private Islamic university in Yogyakarta as it can be the place to explore and investigate the students' perception towards this research.

This research started in the beginning of July 2018 until the end of October 2018. In the first week in July, the researcher started to collect the data from participants. Continuing to the second week, the researcher transcribed and did a member checking for the data. After the researcher did the member

checking, the researcher gave color labels to every finding and analyzed the data. In the next step, the researcher reported the finding and discussion about the results in chapter IV of this research.

Research Participants

The participants of this research were the students of ELED of a private Islamic university in Yogyakarta. The researcher chose these students because most of them use LMS to help them in the learning process at a private Islamic university in Yogyakarta which means that they have experienced the use of LMS. The researcher chose the ELED students batch 2015 because they have passed the courses in which LMS are used. The courses are Online Computer 1 and 2, Information and Communication Technology (ICT), Innovative Technology, and Digital Technology in Education. The researcher selected the students as the participants of the research. Since the ELED at one private Islamic university in Yogyakarta has four classes for batch 2015, the researcher decides to take one student from each class as the representatives. The researcher consequently chose four students as participants for this research. Additionally, all the participants of this research were female students for each class. The participants used flower names as the pseudonym, namely Sakura, Widuri, Tulip and Seruni.

Based on this research, the researcher used non-probability samples to choose the participants because the method used for this research is the qualitative research. Based on Cohen, Manion, and Morrison (2011), only some members of the wider population will be included, so it is not equal. The reason why the researcher used non-probability samples was because the samples are used for small scale research (Cohen, Manion, & Morrison, 2011). It means that it is

possible to use one or two groups of the students. Also, the researcher used a purposive sampling as the sampling technique for this research. Based on Cohen, Manion, and Morrison (2011), purposive sampling is conducted for special needs or for specific purposes.

The participants of this research were ELED students batch 2015. The researcher chose the students who have used or were the user of LMS, such as Edmodo, Moodle and Schoology. There were four criteria for the participants in this research. The researchers chose the students who are active and interested in using LMS. The other criteria was to select the students who have completed the Digital Technology in Education course, Computer Literacy course (online computer), ICT in Language Teaching course, Innovative Technology course and actively participated in LMS. The researcher chose the participants with the criteria of the students who respond to comments and likes on the post frequently, as well as students with an open mind regarding giving opinions, ideas or suggestions.

Data Collection Method

The researcher used the interview as an instrument for this research to investigate the students' perception on the use of LMS in learning English. According to Cohen, Manion, and Morrison (2011), between the interviewer and interviewee, they are able to talk about their world and they can also explain anything based on their opinion. Another thing is that the interviewer does not only ask for complete answers but also asks to respond to deep issues relating to the research. The above reasons were chosen as the instrument for this research since the objective of this research aims to investigate the students' perception on

the use of LMS in learning English. Additionally, the researcher used standardized open-ended interviews for this research. Based on Cohen, Manion, and Morrison (2011), the characteristic for this type is that everyone would be interviewed using the same questions and the same sequence that had been predetermined.

Furthermore, the researcher chose open-ended questions. Open-ended questions are flexible and it enables the interviewer to investigate deeply to know the participants' knowledge (Cohen, Manion, & Morrison, 2011). The researcher used the indirect questions format for the interview of this research. Indirect questions are able to supply the result with honest responses (Cohen, Manion, & Morrison, 2011). Then, the interviewees are able to answer the questions based on their view. The researcher chose the unstructured response as the response need for this research. Based on Tuckman (1972) as cited in Cohen, Manion and Morrison (2011), this response allows the participants to answer based on their own way.

On the interview process, the researcher was asked about the question based on the research questions and research objectives. During the interview, the researcher were asked to the participants about how they felt when learning English through LMS. The question was on how the students perceived the types of LMS used by the teachers and mentioned the kinds of LMS that they prefer for learning English. Then, the participants were asked about the negative and positive impacts of LMS in learning English. In addition, the researcher was asked about the demographic information in short questions to the participants at the beginning of the interview process. The demographic question were about the

name, student number, class, the researcher mentioned the place and the time when conduct the interview process.

Data Collection Procedures

For the first step of collecting the data, there were four classes in batch 2015 and the researcher needs four participats for this research. After that, the researcher tried to ask the student from each class from batch 2015 to borrow their LMS account. Then, the researcher observed their accounts to find out the students who were active in participating during learning English in LMS. After doing those procedures, the researcher created a list of participants' names based on the researcher's criteria for the research participants which were explained previously on the research participants' part. The total participants for this research were four students.

After the researcher found the participants based on the criteria for this research, the researcher contacted the participants to ask their availability to conduct the interview. The researcher and the participants made an agreement on the time and place to conduct the interview. In order to make the interview understandable, the researcher used Bahasa Indonesia when conducting the interview with the participants. The researcher chose Bahasa Indonesia because it helped the participants understand the question better. Besides, the participants were able to answer with their own words. In addition, the use of Bahasa Indonesia helped the researcher to conduct the coding to find the result and to divide it into several parts. The interviewees were able to express how they feel based on their point. Based on Kvale (1996) as cited in Cohen, Manion and Morisson (2011) the interview does not talk about insight but also needs to have

interaction and communication between the interviewer and the participant. As a result, rich and deep description of every question was achieved.

For more details, the interview was conducted for approximately ten to up to fifteen minutes. The researcher took notes during the interview and wrote down the main points of the interviewees' answers. The researcher used a smartphone to record the interview process between the researcher and the participants and recorded the interview process under the permission of the participants.

Data Analysis Technique

After conducting the interview with the participants, the next step that researcher did was transcribing the data from recording word by word. According to Kvale (1996) as cited in Cohen, Manion and Morisson (2011), it was stated that “the prefix Trans indicates a change of state or form; transcription is selective transformation” (p. 425). The researcher used verbatim transcribing. In other word, transcribing is a process of transforming the data from audio into words or written format. In this research, the audio format is the record of the interview process.

Based on Winter (2000) as cited in Cohen, Manion & Morisson (2011), validity is used to describe the specific instruments, and in a qualitative data validity should be honest, deep, and rich. After that, the researcher conducted member checking to check the validity of the data and to analyze the data. Member checking is an activity in which the researcher asked the participants to check the accuracy of the transcription (Creswell, 2012). The researcher conducted member checking to make sure the the transcribed data were correct

and valid. As a result, rich and deep description was also achieved based on the participants' view in every question.

The researcher asked the participants availability to check whether the transcriptions of the data were relevant and valid to what the participants said during the interview process. All of the participants only clarified their statement and there were no additional information about their explanation. After that, the researcher transcribed the record data of member checking.

The next step is coding. Coding is done to analyze the data to answer the research questions and problems. According to Cohen, Manion and Morisson (2011), "a code is simply a name or label that the researcher gives to a piece of the text that contains an idea" (p. 559). Another thing is to "identify and find similar information using coding" (p. 559). Based on Cohen, Manion and Morisson (2011), coding is the translation of the interview between the researcher and participants to label the specific categories. In other words, coding is a process of giving labels or name into a piece of information that is included in the data.

For qualitative research, open coding, analytical coding, axial coding and selective coding were used. Firstly, open coding generates categories of the phenomenon (Cohen, Manion, & Morrison, 2011). It means open coding is a process of categorizing a piece of the text based on the interview with a label. In this step, the researcher used a label to describe the idea.

During the open coding process, the researcher gave a label such as "the students' perception about their feelings when they use LMS in learning English". The above label was applied to every statement that indicated the students' feeling or emotion when using LMS in learning English. Another label such as "students'

perception on the preference of LMS used by the teachers” gave to every statement that represented their perception toward the preference of LMS used by the teachers. Another label that the researcher implemented was “the students’ perception on the positive impacts of LMS in learning English” and “students’ perception on the negative impacts of LMS in learning English”. In this part, every statement from the participants of this research was labeled based on flower names, such as Sakura, Widuri, Tulip and Seruni. The second was analytical coding. The process in analytical coding is not only describing the data but also to make it more interpretive. In this process, the researcher gives some descriptive codes.

Thirdly, axial coding is the process to categorize the phenomenon into groups that have similar meanings (Cohen, Manion, & Morrison, 2011). In this stage, the researcher interpreted and presented relevant information. For example, the researcher interpreted the statement of “happy” when being asked about the students’ feeling when using LMS in learning English. After that, the researcher presented statements from other participants that have relevant information. As an illustration, the first participant mentioned the feeling when using LMS in learning English such as “happy” and the researcher labeled it with “the students’ perception about their feelings when they use LMS in learning English”. Furthermore, the researcher interpreted it and added it with another statement that fell into the same label.

Fourthly, selective coding is the last process of coding. It is the process to identify the categories of data that relate to each other and integrate them to form a theory (Cohen, Manion, & Morrison, 2011). In this section, the researcher had to

select the text of the data that contained similar ideas and then categorized it with the main category. For instance, in this research, the researcher integrated the category point of the findings like “the students are able to pour their ideas” and “effective communication” as findings that implied the positive impacts of LMS in learning English.

The last stage is to analyze the data. In this step, the researcher analyzed the frequency of every code in the text to get the result of the research that was conducted. Furthermore, the researcher numbered each statement that had the same information or interpretation. Afterwards, the researcher drew a conclusion based on the data that had been collected.