Chapter Three

Research Methodology

This chapter presents the method used for this research. The chapter includes five parts. The first part discusses the research design used in this study. The second part presents research setting and participants of this research. Then, the third part discusses the data collection and the reason why the researcher choosing the method. The next part discusses the data collection procedure. Finally, the last part of this chapter discusses the data analysis of this research.

Research Design

The aim of this research was to find out the teachers' perception on using the electronic authentic material in e-learning at ELED in one private university in Yogyakarta. The researcher applied the qualitative method in gathering the data. The reason was because the aim of this research is to know the personal opinion and believe about something that they know or experienced. Creswell (2012) stated that qualitative research is best-suited address a research problem in which you do not know the variables and need to explore. It would be appropriate to use when it would identify personal opinion, belief, and perception. Another expert, Anderson (2010) stated that qualitative research can provide a better understanding of nature educational problems and thus add to insights into teaching and learning in a number of contexts. Hence, this method can be used to collect the data and answer the research questions.

In addition, the researcher used descriptive qualitative design to analyze the data. According to Merriam (1998) stated that a descriptive in education is one

that presents a detailed account of the study. Merriam (1998) also added that descriptive means that the end of the product is a rich "thick" description of the phenomenon under the study. The reason showed that the researcher allows describing the people, place, idea, and perception based on the participant understanding of the study.

Research Setting

The researcher conducted the research in English Language Education Department in one private university in Yogyakarta. The reason why the researcher chose ELED as the setting of the place was because there are some courses in ELED that implemented technology in language learning. Those courses used computer laboratory to support the courses. The courses that offer e-learning at ELED are offline computer, online computer, ICT in language teaching, innovative technology, and digital technology in education. Another reason was because ELED also have courses that implemented authentic material as the teaching materials in e-learning. Therefore, ELED was a suitable place to conduct this research because both of the researcher and the participant are part of this department so it is accessible to conduct this research in ELED setting.

The next one is the setting of time. Determining the time of the research has an important role so the researcher organized the time conducting this study. Creswell (2012) stated that when the researcher planning the study, the researcher should anticipate the time required for the data collection and the data analysis. In this research, the researcher conducted the research in academic year 2018/2019 during the first semester. First of all, before the researcher collected and analyzed

the data, the researcher had set up the background and the literature review of this research. The researcher spent three weeks to build the background and a month to complete the literature review for this research. Then, the researcher started gathering the data in 7th of September 2018. The researcher gathered and analyzed the data in a month.

Research Participant

In deciding the number of participants to be interviewed, the researcher used nonprobability sample in small-scale research. The reason why the researcher used nonprobability sample was because the researcher chose the participants by their characteristic and experience. Cohen, Manion, and Morrison (2011) said that small-scale research often uses non-probability sample because they are far less complicated to set up, are considerably less expensive, and can prove perfectly adequate where researchers do not intend to generalize their findings beyond the sample in question.

The researcher used purposive sampling to choose the participants. Cohen et al., (2011) explained that in purposive sampling, the researcher hand-pick the cases to be included in the sample on basis of their judgment of their particular characteristics being sought. However, the researcher stopped gathering the data after the researcher found the data saturation. According to O'Reilly and Parker (2012) explained the data will reach saturation when the information is enough to fulfill the study. Besides, in the purposive sampling, the participants were chosen from their characteristic because the participants were considered helpful for this study.

The researcher had set up three characteristic in selecting the participant. First, the participants were English teachers who had been taught e-learning and used authentic material as their teaching material. Second, the participants were English teachers who had been taught in ELED at least two years or more. Third, the participants were English teachers who wanted to do the interview, share and express their knowledge and ideas.

The researcher did not mention the participants' name to keep the participants identity. The researcher used pseudonym. The researcher changed the name of participants with random names. The participant one called Lucy. The participant two named Isabella. Albert was the participant three and Angela was participant four.

Based on the characteristics mentioned above, the researcher chosen four participants of English teachers in ELED of one private university in Yogyakarta. The researcher expected five English teachers but only four teachers were available as the participants for this research. The first participant was female English teacher called Lucy who had been taught e-learning and used authentic materials as her teaching material in e-learning. She had been taught in ELED since 2016 and implemented authentic material in three her e-learning courses. The second participant was a female named Isabella, one English teacher who had been taught e-learning and also used authentic material as her teaching material in e-learning. She had been ELED's teacher for four years and implemented authentic material in most of her e-learning courses. The third participant was a male English teacher, Albert, who joined the ELED since 2013 and taught e-

learning using authentic materials as his teaching material in e-learning. The fourth participant was female called Angela, she taught e-learning and used authentic material as her teaching material. She had been taught in ELED since 2013.

Data Collection Instrument

This study focused on the teachers' perception on the use of authentic material in e-learning at ELED in one private university in Yogyakarta. The data were collected via interview. The reasons why the researcher chose interview technique was it allowed the participant to share their ideas and their experiences on the use of authentic material in e-learning. Cohen et al., (2011) stated interviews are enabling the participant to discuss their interpretations of the topic and express how the participant regard situation from their own view. Open-ended question applied in this research because in open-ended question there was no limitation in participants' answers. The participants were allowed to share their opinions, ideas, and experiences. Cohen et al., (2011) said that open-ended question have a number of advantages such as flexible, allowed the interview to explore so the researcher may go into more depth, to clear any misunderstandings, and also they allowed the researcher to build a true opinion of what the participants really believe. The questions were asked in indirect form. In addition, the researcher used standardized open-ended interviews. It means that the topic and the issue were specified in advance and all the questions were asked in the same order.

The questions were about teachers' perceptions on the use of authentic material in e-learning including the kinds of authentic e-material that has been used by the teachers and the considerations when using authentic material in e-learning. The first question was related with the first objective of this study, it was about kinds of teaching materials that the teachers used in e-learning. This part includes several points, for example the implementation of the materials in e-learning, the source of material that used in e-learning, and the content of the material in e-learning. The second question was related with the second objective of this study, it was about teachers' consideration on the use material in e-learning. This part also included several points such as the consideration from internal, the consideration from the students, and the consideration from the content, and the facilities. The last questions were about the perception on the use of authentic material in e-learning. In this part, the question was about the teachers' perception and the opinion about authentic material in e-learning.

The tools used to help the researcher collecting the data were an interview guideline, a notebook, pen and a voice recorder. The interview guideline was used to help the researcher organized the interview. Notebook was used to take a note for important information from the participants' statements. Voice recorder used by the researcher to record the interview to be transcribed for the data analysis.

Data Collection Procedure

In order to get the data, the researcher had done several steps in the data collection. The first step to collect the data was preparing the interview guideline. The second step was the researcher had done small scale research in ELED to find

out the teachers who implement authentic material in e-learning. The researcher got in total four teachers who are available. The researcher contacted the participants through WhatsApp, SMS, or e-mail, Telephone and asked for the participants' availability. It was also used to discuss the place and time to do the interviews. The interview held on one private university in Yogyakarta or around it depending on the participants' availability. The main reason was that this entire place suitable to do an interview and also easy to access or reachable.

The researcher used recorder to record the process of interviewing and also the researcher take a note to write the important information from the participants. The researcher also had written every word that has been recorded in audio recording. The interview process was conducted in Indonesian language when conducting an interview. The reason why the researcher chose Indonesian language was because both of the researcher and the participant are Indonesian. The participants usually use Indonesian language in their daily conversation. Another reason why the researcher used Indonesian language was it easier for the researcher to get deeper information from the participants.

The first participant, Lucy was interviewed on October 10, 2018 at 14.10 WIB. The time allocation of the interview took 33 minutes 51 seconds and 9 minutes for member checking. The second participant, Isabella was interview on October 15, 2018 at 13.00 WIB. The time allocation for the interview took an hour 2 minutes and 56 seconds. The third participant, Albert was interview on October 16, 2018 at 15.49 WIB. The time allocation took 56 minutes 28 seconds.

The fourth participant, Angela was interviewed on October 17, 2018 at 15.52 WIB.

The researcher asked the four participants to give permission to access their learning management system (LMS) at the end of the interview. The e-learning platforms used by the participants were varied. The most used platform by the participants was Moodle.org with the website learning.lang.umy.ac.id. This platform used by the participant one, two, and four. The platform often used was Edmodo and Schoology. The participants who used those platforms were participant two and four. They used to use Edmodo and Schoology but recently they used Moodle because the university provided Moodle to be used by the university teachers. The last platforms used by the participant were personal blog and Yammer. Only the participant two used personal blog and participant three used Yammer. After all the participants agreed the permission, the researcher accessed the LMS to get more information about the teaching materials used by the participants in e-learning. From the participants' LMS, the researcher found several teaching materials as the evidence that the participants used in teaching e-learning.

Data Analysis

After collecting the data, the next step was to analyze the data to answer the research questions. There were be a several steps to analyzing the data that researcher got from interview. The steps were belonging to transcribing the data, member checking, and analyzing the data.

The first step was to transcribe each interview which was conducted from each participant. Creswell (2012) stated that transcription is the process of converting audiotape recording or field note into text data. After transcribing the data, the second step was a member checking to look for the validity of the interview. Member checking is an activity where the transcribe results are showed to the participant in order to make sure the transcribe data is correct and valid. Creswell (2012) explained that member checking is an activity which the researcher asks the participant to check the accuracy of the transcription.

In member checking process, the researcher contacted the participant and asked the participant availability to check the validity of transcription. The member checking was done for four participants. The first participant clarified her statement and gave addition information about the course she taught that implemented e-learning, the LMS of e-learning, the source and the content of the teaching material, and also added some information in her consideration toward the facilities. The second, third, and fourth participant only clarified their statement but there were no addition information about the topic. After the researcher did member checking with first participant, the researcher transcribed the record data of member checking.

After doing a member checking, the next step was coding the data. Coding is a process where the researchers identify the similar information. Cohen et al., (2011) argued that coding is the ascription of category label to a piece of data that is either decided in advance or in response to data that have been collected. In additional, Cohen et al., (2011) added that coding is a process of breaking down

segments of text data into smaller units and the examining, comparing, conceptualizing and categorizing the data. There were four steps of coding process such open coding, analytical coding, axial coding, and selective coding.

The first one was open coding. Open coding is a process to give a new label represented the idea to piece of text. Strauss and Corbin (1990) explained that open coding is simply a new label that the researcher attaches into a piece of text to describe and categorize that piece of text (as cited in Cohen et al., 2011, p. 561). In process of the open coding, the researcher gave label to the transcribe interview such as "kinds of teaching material", "source of teaching materials", and "content of the teaching material" to every statement that specify to kind of teaching material that teacher used in e-learning. Another label was "teachers' consideration" to every statement that included teachers' consideration when using authentic materials in e-learning. Another label was "teachers' perception" gave to every statement that represented teachers' perception on the use authentic material in e-learning.

The second one was analytical coding. Cohen et al., (2011) said that the process in analytical coding is not only describing the data but also it became more interpretive. In process of analytical coding, the researcher gave some interpretation into descriptive code. The third was axial coding. In axial coding, the researcher identified the data from open coding then it presented with the related in order. Cohen et al., (2011) stated that axial coding works within one category, making connection between subgroups of category and between category and another that might be in terms of the phenomena that are being

studied. In the process of axial coding, the researcher connected the category with subgroup of category.

As an illustration, in analytical and axial coding, the researcher interpreted the idea from the coding then presented the statement from another participant that has similar information. For the example, the first participant mention "using video" as her teaching materials then the researcher labeled with the "kinds of authentic materials" and the researcher interpreted and added it with another statement from another participant that has same label or meaning.

The fourth step was selective coding. In selective coding, the researcher identified the data and integrated them to form a theory. Cohen et al., (2011) said that selective coding needs a deep understanding of the main story, creating the core category, relate the categories at the level of dimension field, then validating those relations, and also filling any gaps in the categories. In this step, the text of data that contain similar idea was selected and it classified with the main category. The last step was discussing the finding and making conclusion of the research.