

## **Chapter Three**

### **Methodology**

This chapter explains the methodology used by the researcher to conduct the study. This chapter consists of four parts; design of the study, setting of the study, participants of the study, data collection method, and analysis of the data. Design of the study explains about kind of design used by researcher to conduct the research. The researcher used descriptive qualitative in this research as a research design. Setting of the study is about where and when the researcher-conduct this research, Participants of the study explain who were being studied. Data collection method explains how the researcher collected the data from the participants. The last part is data analysis. The researcher explains how to analyze the data that have already collected in this part.

#### **Design of the Study**

This research aims to revealing teachers' perception on group formation method in the group discussion activities. Besides, this research also purposes to investigate teachers' perception about what method used by teachers in forming group discussion. Thus, qualitative research method in this research. According to Creswell (2009), qualitative research method is a way to find out and recognize the meaning of individuals or groups attribute in society problem. Khotari (2004) added that qualitative research method is highly essential in the behavioral sciences where the purposes to explore the basic reasons of human activities. The phenomenon about group formation method could be explored well if we use qualitative research. The researcher believed that this method is suitable to find out teachers' perception on group formation method in group discussion.

To be more specific, the researcher adopted descriptive qualitative research design to know specific phenomenon. It was known that qualitative research aimed to explore phenomenon, descriptive qualitative can support the researcher to improve a level of precise by direct involve in the real experiences (Creswell, 2009). The researcher believed that this method will be suitable to find out teachers' perception on group formation method in group discussion where this research conducted.

### **Setting of the Study**

The researcher conducted this research at English Language Education Department of one private university in Yogyakarta. The researcher selected that department because it has applied group discussion as the learning method there. Beside, most of the teachers in this department also often implements group formation method in the group discussion activities. In making group discussion, teacher also has their each group formation method. That fact would be very useful for the researcher to get the data. The researcher believed that teachers there had already familiar with them.

Therefore, the data collected could be comprehensive. Then, there are still limited research about group formation method has been applied. Surely, the result of this study can make teacher understand how to apply group formation method in the group discussion. Besides, the researcher is studying there. It was made the researcher easier to get data for this research. Those were the basic reasons for the researcher conducting this research. This research was conducted in May 2019. The researcher conducted the data in May 2019 because it was the active teaching and learning process in that department.

## **Participants of the Study**

The participants of this study were the teachers of English Language Education Department in one private university in Yogyakarta. The process to get the participants is simple. The researcher is a student of English Language Education Department there, so the researcher already know who are the teachers apply group formation method in the group discussion activities. The researcher took three participants. The researcher made some criteria for all participants. They were who meet the criteria to be selected as the participants. The criteria of the participants should they who apply group discussion in their class. The participants were the teachers who apply different group formation method in group discussion activities only. The researcher was the students where this research held. The researcher believed that all of them have understood well and have their each method to form students into some group discussions.

The researcher found anyone teacher who's meet criteria to be participants in this research based on her learning experience during the class in that department. The participants were selected because they had experience about various group formation method in their class. The researcher chose them as the participants of this study because the researcher knew that all of the participants had experience in forming groups more than five years as long as they teach at this department. The researcher believed that experiencing teaching and learning using group formation methods more than five years was enough because the teachers knew the situation and the phenomena about group formation method in group discussion process. Based on their willingness to be the participants in this research, three people represented the answer related to the problems of group formation methods in the group discussion activities.

The researcher used pseudonym to mention participants. Pseudonym is used to protect the privacy of the participants. The researcher chose several names of the flower as the pseudonym to mention the participants. The interview session was conducted on May 2019. The participants in this research consisted of three female teachers. Most of the teachers there was female teachers and they also more often make group discussion rather than male teachers and they have varied method to form groups of the students were the female teachers. The participants' names were presented in pseudonym as Mawar, Melati, and Anggrek.

Mawar is the first participant. Mawar is female teacher. Mawar is already using group discussion as the learning method in their teaching since the first time she taught, it is already a dozen years ago and she also has various group formation methods in forming group discussion for the students. The second participant, Melati is a female teacher. During her teaching, she teach some different classes in English Language Education Department. In every class, she apply various group formation method in some courses. The third participant, Anggrek is a female teacher also. Anggrek uses group discussion as her teaching and learning method in the classroom is already a dozen years. In her courses she must use group discussion as her teaching method in each semester. She also uses different group formation method in each class depending on the classroom conditions.

## **Research Instrument**

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

**Interview guideline.** In the interview session, the researcher prepared five questions in the interview guideline which related to explore teachers' perception on group formation method

in group discussion. First, the researcher prepared the question 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 to the kinds of group formation method and the teachers' consideration in forming group discussion.

**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 clear information from the participants.

**Pen and paper.** The last step, the researcher used pen and paper for note taking in the interview session. That equipment was important because it helped the researcher finished the interview. Then, the pen was used for taking note or for highlighting something important on the participants' answers. It helped the researcher to confirm the participants' 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 researcher used interview as an instrument to collect the data. According to Cohen, Manion, and Morison (2011), interview is a tool for collecting the information about the object of the 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 teachers' perception on group formation method such as randomly-formed groups, teacher-formed groups, and student-formed groups, so the researcher will be able to get clear data regarding to group formation method in group discussion activities from the participants.

Using interview is suitable for the researcher because she attempt to explore teachers' perception on group formation method in group discussion activities at English Language Education Department in one private university in Yogyakarta. Khotari (2014) stated that the interview method contains communication using oral-verbal incentives and reply using oral-verbal reactions. Then, one on one interview uses in this study as it is best suited for this study. In addition Creswell (2012) added that one-on-one interview are suitable for questioning delicate queries and allowing interviewees to ask or deliver explanations that go further the primary questions.

The researcher used open-ended questions in this research because it could give the participants freedom to answer the questions based on their own perception. According to Creswell (2012), in qualitative research, the researcher asks open-ended questions so that the participants can express their experiences unrestrained by any perceptions of the researcher or any findings have been done before. 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 about teachers' perception on group formation method in group discussion from the participants.

Besides, the researcher used standardized open-ended interview because there was no limitation for the participants to answer the questions, which meant that the participants could tell their experience about implementing group formation method, and also the researcher was able to get many information regarding to group formation methods. In short, the interview was suitable because it helped the researcher to get deeper information from the participants since there was no limitation in the interview session. The researcher took ten until fifteen minutes for the interview session in every participant.

The interview conducted on May 2019. The researcher chose three teachers to ask about their willingness and availability to be interviewed before the researcher conducting the interview. The researcher made an appointment to all participants to be interviewed after they agree to be the participants of this study. All of the interview conducted in one day on May 2019 and started on 9a.m until 4 p.m. Each interview conducted around ten to fifteen minutes. The interview recorded using recorder which helped the researcher to get accurate data when transcribing.

**Procedures.** There were several steps in conducting the interview process. First, the researcher made interview guidelines. The interview guidelines are created based on the literature review. The purpose was to keep the researcher asking related to the topic. Second, the researcher made consent with the teachers of English Language Education Department who would be the participants of this research. Third, the 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 researcher used Indonesian language in conducting the interview to avoid misunderstanding between the researcher and the participants. One of the interview questions was what were the group formation methods applied in the classroom based on the participants' teaching experience. The researcher wanted the participants to have clear understanding about the researcher meant when they were interviewed. Therefore, it could make the participants comfortable in answering the questions from the interviewer. Therefore, the information was detail and clear.

## **Analysis of the Data**

After the researcher conducting the data, the next step was analyzed the data. The result of the data analysis was used to be the result of this study. There were two steps did by the researcher in analyzing the data. They were transcription and coding. The first step was transcription. In the process of transcription, the researcher changed the audio file into text data (transcript). According to Creswell (2012), transcription is a procedure of transforming audiotape records into text form. The researcher did the transcription of the interview result in two days, started from May 2019. 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.

Coding is the last step in analyzing the data. According to Creswell (2012), coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. There are four kinds of coding in the process of data analysis, which are open coding, analytical coding, axial coding, and selective coding. The researcher takes an important point from each transcript in open coding. The researcher will give new label or name to piece of text based on participants answer sentence by sentence. In open coding the researcher should generate category of participants answer. Creswell argued that open coding is forms initial categories of information about the phenomenon being studied by segmenting information. The researcher bases categories on all data collected, such as interview and notes.

Then the second step of coding is analytical coding. Here, the researcher will analyze participant answers, interpret the information one by one, after that breakdown data into smaller units. In this step, the researcher gave the descriptive code or translates statement from the

participants, it is like interpreting the participants' answer. 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 made 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.

Then the next step of coding is axial coding. In axial coding, the researcher divided the points of the interview result based on the research questions. Besides that, the researcher interpreted the information by combining the same finding into one category. Then the researcher made connection between smaller units finding of similar meaning. Cohen et al. (2011) stated that in axial coding the process is to 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. The researcher translated the participants' statements before giving theme. As a result, the theme or topic would be based on the core of participants' statements.

The last step in coding was selective coding. The researcher identified the core of the findings. Then the researcher selected the similar meaning into one finding. According to Creswell (2012), selective coding is process to write a theory from the interrelationship of the categories in the axial coding model. After the analysis is finished, the researcher reported the results into paragraph.