

Chapter Three

Methodology

The chapter covers some information about the methodology used in this research. Besides, this chapter explores how to conduct and collect the research data. In the research design, it explains the method and the design chosen by the researcher. Besides, research setting is explained in this chapter in order to give a description of place and time in conducting and gathering data for the research. The participants of the research are mentioned and explained in the research to define the characteristics of the participants. Then, the explanation of data collection method is written in this chapter. The data gathering procedure are presented in this research to explain the steps of collecting the data. At last, the way to analyze the data is described in this chapter as the data collection analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

In this research, the researcher applied a qualitative research method in order to explore the students' points of view towards benefits and difficulties in learning English using digital audio-visual aids. According to Creswell (2012), one of the qualitative method characteristics is explaining a phenomenon to get a detailed understanding. Furthermore, the research did the exploration to learn more about the phenomenon based on the participants' experiences.

Creswell and Creswell (2018) stated that when the researcher does qualitative research, the researcher comes as the key informant, so it depends on

the researcher's ability to explore more about the research to the participants.

Moreover, by using a qualitative research method, the researcher found out an in-depth understanding on the utilization of digital Audio-visual aids in learning English based on the students' point of view. Regarding the statement mentioned, it described and explored the difficulties and the benefits of learning English using the digital audio-visual aids from the students' point of views.

In addition, the research design of this research used a phenomenology study. Phenomenology research design is one of the research designs which focuses on understanding the essence of experience about a phenomenon. Creswell and Creswell (2018) defined that phenomenological research is a design of inquiry coming from philosophy and psychology that describe the life experiences of several individuals' phenomenon whose have experienced the phenomenon. Moreover, by using phenomenology research, the research could gain the comprehensive information about the phenomenon towards the utilization of digital audio-visual aids in learning English.

Research Setting

The research was conducted at ELED of a private university in Yogyakarta. As the first reason to choose this setting of the research, at that university had provided the facilities of technology which can support the learning process using digital audio-visual aids.

For the second reason, the lecturers of ELED had used the digital audio-visual aids during the learning English process. At last, the researcher was closed-relationship with the participants since the researcher is still a student of ELED. The researcher collected the data from the interview for a month started from December 2020 until January 2021.

Research Participants

The participants of this research were four students of ELED in batch 2017. Regarding the statement mentioned, the four participants were based on the researcher's observation and lecturers' recommendation, and those were capable to participate on this research and answer all questions on the interview process. Besides, the researcher rated that the four participants were capable to answer the research questions. For the reason, it could help the researcher to analyze the data easily. The technique of choosing the participants used purposive sampling. Hence, the purposive sampling could be used to get the information from the people's knowledgeable (Cohen, Manion, & Morrison, 2011). In this research, the English Education Department batch 2017 chose as the participants.

This study set criteria to choose the participants. First of all, those participants were chosen because they were the digital natives who had learnt English in the classroom using the digital audio-visual aids. Secondly, it employed the participants with at least one-year experience of learning at ELED of a private university in Yogyakarta. Because the researcher thought that when the participants had the learning experiences at least a year in the place chosen, they had known and had more experiences on the learning media used in the classroom.

The participants had taken all required subjects such as Computer Literacy 1, Computer Literacy 2, ICT in Language Teaching, Innovative Technology, and Digital Technology in Education. By taking those subjects mentioned, they knew and had more experiences on the use of digital audio-visual aids in every subject. At last, the participants should be active in the classroom which they always attended the classroom activities. Following this, the participants had at least 75% of the overall attendance in the class. Having at least 75% of overall attendance, they had experienced to use various digital audio-visual aids in the classroom for the learning process so that they could give more perspectives towards digital audio-visual aids.

In addition, there were two processes to select the participants. Firstly, the researcher had closed relationship as friends with two participants. From the statement mentioned, the researcher had already known the participants well so that it could help the researcher to have an easy access to gain the data from them. Secondly, two other participants were recommended by the lecturers. The lecturers recommend them to be the participants of this research because they were active in the classroom participation and had good digital technology skill.

Data Collection Method

In this research, the researcher used an interview as a method to collect the data. According to Cohen et al. (2011), interview is a flexible tool to collect the data, and the interviewers did confirmation not only for the complete answers but the for responses about complex and deep issues. When conducting the interview, the researcher asked the questions to the participants in a specific sequence.

Cohen et al., (2011) also added that the participants answered the questions depended on the sequences of the questions. Besides, all of the interviewees were asked in the same basic questions and in the same order called as standardized open-ended interviews.

This standardized open-ended interview was appropriate to this research because the participants were asked the same questions in order to get similar findings. Besides, it could also help the researcher when doing the coding to find the findings. In this research, the researcher used open-ended items for the guideline. Cohen et al. (2011) as cited in Kelinger (1970) stated that open-ended questions allow the interviewer to probe into more depth information and clear misunderstanding information. Based on the statement mentioned, the researcher wanted the participants to enjoy the interview process and could get the depth information from the participants so that the researcher chose an open-ended question for this research.

The type of question used in this research was indirect question. Indirect questions allows the participants to answer freely so that the researcher can get the findings more (Cohen et al., 2011). Besides, unstructured response mode was adopted in this research to conduct the interview. Cohen et al. (2011) stated that the unstructured response allows the participants to answer the questions in whatever way they want. Because the researcher wanted the participants to feel relax, enjoyable and flexible to answer the questions during the interview, the unstructured response came as the best type chosen to conduct this research.

In addition, the interview guideline for the first research question was

adapted from the research conducted by Khalid and Muhammad (2012) entitled "The use of YouTube in teaching English literature: the case of Al- Majma'ah Community College, Al-Majma'ah University". There were five questions for the first research question. The first question was about the familiarization with the digital audio-visual aids. The second question was about how often using digital audio-visual aids for learning English. Besides, the third question was about the feeling when using digital audio- visual aids. The fourth question was about the benefits of learning English using digital audio-visual aids. The fifth question was about the contribution of digital audio-visual aids in learning English.

The second research question for the interview guidelines was adapted from several resources. The first question was taken from Arikani and Ozen (2015) entitled "A Learning Environment for English Vocabulary Using Quick Response Codes". The first question was about how big the difficulties faced when learning English using digital audio-visual aids. The second question was adapted from Robin (2015) entitled "The educational uses of digital storytelling". This second question was about the benefits of learning English using digital audio-visual aids. The last question was adapted from Amine, Benachaiba, and Guemide (2012) entitled "Using Multimedia to Motivate Students in EFL Classrooms: A Case Study of English Master's Students at Jijel University". This last question was about the preference to learn English using audio-digital visual aids or using traditional method.

Data Gathering Procedure

The first step to collect the data was to the interview protocol as a guideline to interview the interviewee. As the second step, the researcher tried to find the participants who had specific criteria. Then, the researcher made an appointment with the participants to do the interview. On the day of the interview, the researcher explained the reason why this study conducted to the participants. The interview questions were asked the participants to answer the purpose of this study.

In addition, the interview was conducted at the campus or whenever a place which the participants felt comfortable to be interviewed. Each participant was interviewed around 15 up to 30 minutes. The interview used Indonesian language to make sure that the participant felt confident and easy to answer the questions. Another reason of using Indonesian language during the interview session was to help the researcher understand what the participants' answers was about and transcribe the interview results.

During the interview, the researcher brought interview guidelines, a pen, notebook, and mobile phone recorder. The researcher took a note to make sure not to leave the important information. Also, the researcher recorded the voice by using a mobile phone recorder during the interview session in order to ease the researcher in transcribing the data. From the statement mentioned, the researcher got all the participants' answers without missing the data.

Data Analysis

After collecting the data through the interview, the next step was analyzing the data from the participants. Analyzing the data intended to identify and find out the answers regarding the research questions. There were some stages in data analysis namely transcribing the data, member checking, and coding the data. Hence, each stage of the data analysis is explained in the following paragraphs.

The first step of data analysis was transcribing the result of the interview from every participant's words, phrases, and sentences. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. Besides, transcribing is a process data analysis where the researchers represent the translation from oral form into written language form. In addition, the researcher used a pseudonym such as Bunga, Mawar, Melati and Tulip owing to the fact that the researcher intended to keep personal information of the participants. Allen and Wiles (2016) asserted that a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy.

After transcribing the data, the second step of the data analysis was testing the validity using member checking used to ensure the interview results. Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity or member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. As the reason why the researcher did member checking, it was to make

confirmation with the participants for the interview results to check the accuracy about what they had answered in the interview process towards similar interpretation with the researcher or not. For the process of member checking, the researcher contacted the participants and sent transcription of the interview result. Then, the researcher asked the participants about the transcription of the interview whether it was correct or not. Following this, the researcher asked about some confusing aspects on the participants' answers. In addition, if their responses from all participants were good, they agreed with the interview transcription. Accordingly, all participants confirmed that the data sufficiently represented the interview, and there were no any other additions for the answers towards the interview.

The last step of data analysis was coding. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2007). The code is a transition process between data collection and wider data analysis. The statement mentioned is in line with Creswell (2012) who said that coding is the process of segmenting and labeling the text to form description and broad themes in the data. In addition, Cohen et al. (2011) mentioned that there were four steps in doing coding such as open coding, analytical coding, axial coding, and selective coding. Therefore, the researcher adopted four steps of coding such as open coding, axial coding, and selective coding. For more detailed information, each coding step is explained in the following paragraph.

The first step of coding was open coding. Strauss and Corbin as cited in Cohen et al. (2011) stated that open coding is simply a new label that the

researcher attaches to a piece of text to describe and categories the piece of text. In open coding, the researcher marked the text with the codes or label described the text. Besides, the second coding step was analytical coding. Analytical coding does not only describe the idea but it also interprets the idea (Cohen et al., 2011). In this case, the researcher gave some interpretation in the text data into a descriptive code. Following this, the third coding was axial coding. Strauss and Corbin (1990) as cited in Cohen et al. (2011) defined that an axial coding comes as a set of procedures which the researchers follow whereby the data were originally segmented into small units of fractions towards whole of text which are recombined in new ways followed by the open coding. In Axial coding, the researcher classified each item of statements which had the same category into one interpretation. The last step of coding was selective coding. The researcher selected the text of data which contained similar idea and categorized it with the main category (Cohen et al., 2011). In Selective coding, the researcher analyzed and tried to conclude all data result into each category selectively. After conducting the coding in data analysis, the researcher reported the data by explaining in the form of paragraphs to answer the research questions in finding and discussion especially in the chapter four.