Chapter Three

Methodology

This chapter discusses the methodology that will be used by the researcher in this study. This methodology includes six sections namely research design, research setting, research participants, data collection method, data collection procedure, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

This research used qualitative approach to conduct the research. According to Creswell (2017), one of qualitative research characteristic is analyzing the data for descriptive and themes using text analysis and interpreting the target meaning of the findings. The statement mentioned is in line with the aims of this study which the researcher wants to investigate the use of PowerPoint as the teaching media. The researcher will explore more about students' perception on the lesson which has been taught using PowerPoint. In addition, Creswell (2013) also mentioned that the purpose of qualitative research is to understand participants' experiences. From the statement mentioned, it is in line with the purpose of this study which is purposed to investigate detailed information in use of PowerPoint as the teaching media such as experiences, opinion, advantages, and challenges based on particular participants. Then, when the researcher asked the participants about their thought in a diary entries record to gather as much information as possible that will become a qualitative database (Creswell, 2012). Thus, the researcher believes that qualitative design is an appropriate methodology of this research.

In addition, the researcher employed a descriptive qualitative design in order to give a clear explanation, description, and understanding of phenomenon appearing in the case of students' experience in learning using PowerPoint given by the teachers in classroom. Besides, the researcher choose descriptive qualitative design to complete qualitative data research. Descriptive qualitative design mean that the end product of a case study is rich or thick description of the phenomenon under study. The design under qualitative approach was a descriptive qualitative design. The consideration of choosing this method because descriptive qualitative design can dig deeper the understanding of the students' perception. According to Hancock et al (2007), "Descriptive qualitative design attempt to broaden and/or deepen the understanding of how things come to be the way in our perspective" (p. 4). The qualitative describes the students' perception clearly.

Descriptive qualitative design explains and develops concept and theory. Descriptive qualitative is also able to report non-numerical data which cannot be measured by machine. According to Hancock et al (2007), "descriptive qualitative focuses on report of experience and view on the data which cannot be adequately expressed numerically" (p.6). This method focuses in describing and interpreting. It develops the new concept and theory. It can also evaluate the process.

Research Setting

The interview was conducted at ELED UMY mainly because of two reasons. The first, all of the participant are student of ELED UMY so, the researcher could easily set up an interview with the participant. Second, the researcher had access to the setting because it was public places, then the data gathering process would be easier. The researcher conducted the research from the 3rd of May 2019 until 6th of May 2019.

Research Participants

The researcher aimed to understands the advantages and challenges of using PowerPoint as teaching media based on the student-teacher perception. The researcher targeted three student-teacher as participants. According to Cohen, et al (2011), there was no exact rule about the size of the participants in qualitative research as long as the information could answer the research question. To get collective data information easily, researcher has set up two main characteristics for selecting the participants.

The first characteristic is the participants must be a student of English Language Education of UMY. Then, the participant should have enrolled at least in two internship program. Therefore, the researcher decides to choose batch 2014. The researcher believes students from batch 2014 have more experience when teaching in the class, because students from batch 2014 already enrolled at least in three internship programs.

In addition, the researcher used pseudonym to keep the participants' privacy. According to Bird (2009) as cited in Allen and Wlies (2016), qualitative research such as descriptive qualitative research may be engaged with an organization, and people may know potential identify participants' details. Therefore, using pseudonym gives more information and flexibility in writing this study. The participants use assigned pseudonyms to keep their identities like namely Desi, Lulu, and Raka. A pseudonym is used in this research because the researcher intends to keep personal information of the participants. According to Seuss (2012), a pseudonym is unreal name which is often used by the researcher or writer to personally keep participants' privacy.

After the interview the researcher chooses the participants. Desi from class B the students of ELED batch 2014. She already enrolled in three internship programs. Lulu from class C the students of ELED batch 2014. He already enrolled in three internship programs. Raka from class

A the students of ELED batch 2014. He already enrolled in three internship programs. All of the participants have used PowerPoint when teaching in internship program.

Data Collection Method

This research conducted using interview as the methodology for data collection. Interview is a flexible tool for data collection enabling multi-sensory channels to be used verbal, non-verbal, spoken, and heard. Interview is useful to explore detailed and specific information on advantages and challenges of using PowerPoint as teaching media. Cohen et al. (2011) stated that interview is the instrument used for the data collection method.

The type of interview in this research is standardized open-ended interview. Turner (2010) asserted that open-ended interview allows the participants to express the researchers' viewpoints and experiences. The researcher chooses standardized open-ended interview because the participants' answers as same basic questions in sequence allows the participant to express detailed information about their experiences. The use of standardized open-ended interview was also to prevent misunderstanding and bias, thus increasing the comparability of the responses.

The researcher also used interview guideline in order to make the interview systematic and chronological. The interview guideline consists of two main questions. The first question is about the student's advantages of PowerPoint. The second question is about the student's challenges of PowerPoint. Therefore, the participants' answers always related to the questions in order to answer the research questions.

For the tools, the researcher used a notebook and recorder (voice recording in the Smartphone). The researcher used notebook to take note of important information to follow-up question and the recorder is used in conducting interview to ease the researcher in analyzing the information obtained from the interview.

Data Collection Procedure

In this part, the researcher explains how the data will be collected. Data collections procedures were done through several steps. The first step is preparing the interview guideline procedure in order to get the right sequence of question. The second procedure is to make an appointment with the participant. The researcher contacts the participants by sending messages via WhatsApp messenger. Also, it used to discuss the time of interview will be conducted. Additionally, the researcher will give a short explanation of this study, so the participants have a general overview regarding the study. The interview conducted in Java Market and campus library. Third, before the interview was carried out, the researcher asks the participants' permission to be recorded during the interview. Furthermore, the interview would be in Indonesian language, so that it minimizes misunderstanding that might happen.

The interview durations differs from each participant. Desi, interview recording was twenty minutes and three second. Lulu interview was ten minutes and five second. Raka interview recording was twelve minutes and thirty second. The reason behind the significances difference of interview durations was the researcher had interview with Desi when he was in free time. Desi's interview was held in the campus. Desi was also very talk-active person who like to tell story. Lulu interview was help in Library campus. Raka interview was help in the Java Minimarket.

Data Analysis

Data analysis is an important step in this study process. Data analysis is where the result of the data collection is analyzed. The data from interview converted into transcripts and is analyzed by using three type steps such as transcribing, member checking, and coding. In addition, the researcher analyzes the data as soon as possible after the data have been collected (LeCompte and

Schensul, 1990). All the data gained through the interview used in this research are analyzed to obtain the results of the research.

The first phase is transcribing the data. After doing an interview, the researcher turns the recording of the participants during the interview into words. So, the researcher used the recording of the participants' voice transcribe the audio recorder into written to be analyzed. Thus, Cohen et al, (2012) stated that transcribing the data had done by transcribing recorder data into words. The purpose of transcribing the data used makes the result of the interview easier to be analyzed. In this study, the researcher transcribes the whole content of the recorder interview from spoken into written to sort out which one that can be used and which one is not.

The second phase is member checking. The researcher used member checking as the way to check trustworthiness of the data collected. The researcher makes sure whether transcription is correct or not to the participants' answers. The statement mentioned is in line with Tashakkori (as cited in Cohen et al.2011) who said that member checking used know as information feedback in which the researcher together with the participant discuss about the data obtained in order to check the valid data. The researcher returned the data transcription to the participants to ensure whether the data transcription was in line the participants' answers which the participants stated during the interview process. The result of member checking showed that the participants agreed with the data transcription. The participants agreed that what has been in data transcription is suitable with what participants said during the interview, it means that nothing is added or reduced. Therefore, by doing a member checking, it could increase the creditability of the finding of the study.

The third phase is coding. Creswell (2010) stated that coding is the process of segmenting and labeling text description and bored themes in data. The researcher would code the important information from the interview related to the study. Then, the data list would be created based on

participants. In the coding analysis process, there were some steps namely open coding, analytical coding, axial coding and selective coding. The first is open coding. Omar, Hamid, Alis and Islam (2010) argued that open coding is when the researcher creates a category of the participants' statement which answers the question based on similarities and differences in a theme. The researcher created the category of the information from the transcription which was appropriate with the research question and defined the theme for each category. The second type is analytical coding. The researcher continued the result of open coding to analytical coding. Gibbs (2007) said analytical coding is from the research theme or the research topic. The third step is axial coding. Cohen, Manion, and Marison (2011) stated that axial coding is when the researcher found the data from each category and inserted the appropriated statement in each theme. Then the fourth type is selective coding. Cohen, Manion, and Morrison (2011) stated the selective coding is when the researcher makes a category of data to create a category. The researcher analyzed the data in order to answer the research question. Last, after those steps were done by the researcher. The researcher reported the result and made a conclusion related to the study.