CHAPTER III

RESEARCH METHOD

This chapter presents the methods that the researcher uses, including research design, data preparation, data collecting technique, data analysis and trustworthiness of the research.

3.1. Research Design

Kothari (2004) explain research design is the arrangement of conditions for collection and analysis of data it consists of the blueprint for the collection, measurement, and analysis of data. The present of this study concern to identify and analyze the social phenomenon of the students' processing in perceiving feedback by implementing blended learning. This study uses a qualitative research method in research design. Creswell (2012) describe qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem. As a conclusion, a qualitative approach used to explore the phenomenon in order to understand the practice and behavior in real social situation for small individuals' problem.

This study focuses on investigate of the students' process in perceiving feedback of blended learning application in PBI UII Yogyakarta. The researcher explores the behavior, perception, experiences, and feeling from the students who use blended learning in ARW class. The researcher collects the information to analyze the research questions and the researcher used a frame of reference to gain

a better understanding of this study based on interpretations of participants' responses to the interview and observation. Finally, the researcher is able to obtain the details phenomena and enable to understand through the descriptions and explanations as the outcome of the study.

3.2. Data Preparation

In data preparation, the researcher address several points include the research setting, the participants of research, types of data, and source of data and inform consent.

3.2.1. Participant of Research

The research setting is the place or environment where the phenomenon is being studied. This research conducted in Academic Reading and Writing (ARW) A and B class, at English Education Department of Islamic University of Indonesia (PBI UII) Yogyakarta. Thus class consists of 28 meetings in a semester conducted twice a week and involves 21 Students (5 Males, 16 female) in class A and 36 Students (13 Males, 23 female) in class B. There were some Writing Classes at PBI UII in even semester, but the researcher prefers ARW class for research study. The decision was made by considering the teacher use blended learning in learning process and more focus on giving and receiving feedback in the classroom. The researcher also prefers students in early (4th) semester because they are still new in learning by using blended learning. It can influence students' perception in their learning experience.

3.2.2. Type of Data

Data is the evidence collected by researcher to answer the research question. The types of data of this research focus on qualitative research data, which forms of words, sentences and spoken, not in number. Based on Creswell (2012), the data taken of this research involves observation report, interview transcripts, and documents.

3.2.3. Source of Data

The sources of data for qualitative research can come from many sources including documentation, interviews, observation, audiovisual record, and physical artifacts (Creswell, 2012). Data of this research was gathered from the participant and sources. The main data is from students' deep interview, the supporting data is from observation in the classroom and from teacher who gives further information about the background of students of using blended learning and the last data from researcher notes.

3.2.4. Inform Consent

This part of after deciding the place for observation, choosing the appropriate participant, and decide the data type and data source of research, the next compulsory phase to be done by the researcher is dealing with informed consent as one of ethical issues. Since the researcher was one of the students taking ARW subject at PBI UII, dealing with the institution is not necessary to be done. The consent concern with the respondents of research still has to be addressed by the researcher. This concern was done through: 1) informing the students that the researcher is conducting research; and 2) gaining the students'

consent to participate. Asking consent from the teacher has also been done. Letting respondents know that the researcher is doing research, it means giving them sufficient information about the research so that they can decide whether to be involved.

3.3. Data Collection Technique

This section presents, the data collection techniques employed in this study and the individual instruments used to gather the data. In qualitative research, data collection approach includes in-depth interview, document analysis, observation, and audiovisual materials analysis (Creswell, 2012). Data of this research came from interviews, observations, and document review, which was gathered through several techniques of data collection.

3.3.1. In-Depth Interviews

Interview is the one of the most important source in qualitative research to get deep insights about how people experience, feel and interpret the social world (Creswell, 2012). In this study, the researcher use semi-structural in-depth interview. Semi-structural interview is the question is not only which had been prepared, but can appear new questions during the question and answer. Semi-structural interview aims to get a detailed view of the interviewee. The interview involved 2 (1 female in class A & 1 male in class B) students of Academic Reading and Writing Class at PBI UII. Thus participants were chosen by using purposeful sampling. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2012). The standard used in choosing participants and sites is to enables the

researcher to collect rich data information upon their perception and description about feedback process in blended learning application especially in ARW classroom. Table 3.1 demonstrates the list of interview questions as one of research instrument related to cognitive learning of (Lindsay & Norman (1972) and combine the Blended learning theory and feedback technique.

Table 3.1 Interview Question (the question is mentioned based on interview question in appendix)

Construct	Sub-Component as Item of Investigation	Interview Question
Blended Learning Approach	Identifying the core learning need Recognize the different learning style Being prepared to follow-up coaching support Setting up a monitoring process to evaluate the effectiveness of the delivery	1. What do you know about blended learning? 2. How does the lecturer use blended learning in ARW class? 3. How does blended learning help you to achieve all learning objectives in the course? 4. What are the obstacle that you found during learning process by using BL
Feedback Technique	Corrective Feedback Evaluative Feedback Strategic Feedback	1. How does the lecturer give feedback for every assignment? Explain the procedures. 2. How can you manage

		feedbacks from lecturer?
		3. How does a feedback help you to achieve learning goals?
Cognitive Learning	Reinforcement as a Signal Learning and Awareness Learning by Experimentation The Importance of Expectations	1. How does blended learning give you learning experience during the course?
		2. Explain some understanding that you never expect before. Did you find something new from the learning process by using BL?

3.3.2. Participant Observation

This study uses classroom observation for data collection technique. The observation is focused on the application of blended learning especially Google Classroom in Academic Reading and Writing class and students' activity on using Google Classroom for their writing task. The observation was attended in 3 meetings from 10th April-09th May 2018 involves 21 students in class A and 36 students in class B. During the observation, the researcher made field notes, video and picture to be used in analyzing data phase.

3.3.3. Document Analysis

The document of this study will use; Google Classroom screenshot activity, students' assignment, recording, note, transcript, and etc. These documentation tools are used to obtain documents which are related to this

research and also as a support for the main data. The document analysis is used to check and confirm previous primary data from interview and observation.

3.4. Data Analysis

This section presents the data analysis procedures that are performed on the collected data in order to answer the research questions. Technique of data analysis did by processing the result of interview transcript, observation note, and document review. The data were analyzed based on interactive model of analysis promoted by Miles and Huberman (1994). There are three different types of this model including; data reduction, data display, conclusion drawing/verification and data collection from an interactive cyclical process (See Figure 3.1).
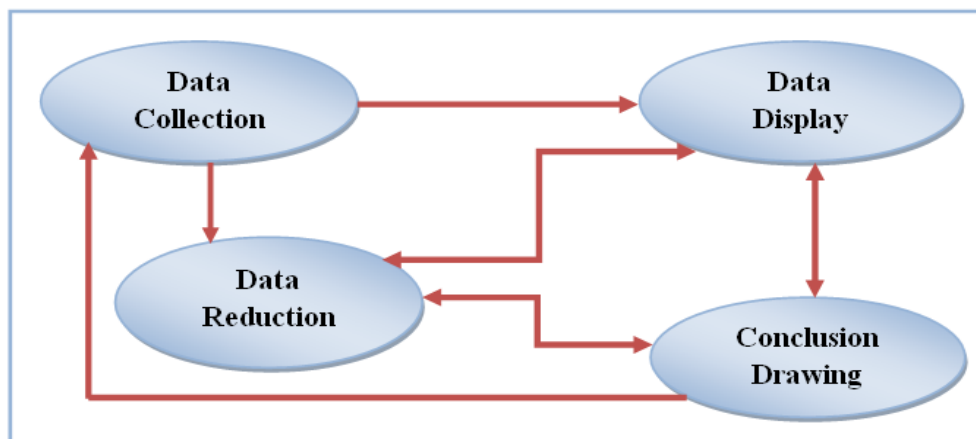

Figure 3.1 Component of Data Analysis: Interactive Model (adopted from Miles & Huberman, 1994)

3.4.1. Data Reduction

In this section researcher presents the process of assessing the data through the process of selecting, focusing, simplifying, and transforming the data. Data, which is gathered from the interview, observation, and documents, is huge

and complex. Therefore data reduction is needed to make the data clear and easy to use. Then, to reduce the data, the researcher focused on research questions, which are about students' processing in perceiving feedback by implementing blended learning especially in ARW classroom. The data which was not related to it was set apart.

3.4.2. Data Display

Data display means an organized, compressed assembly of information that allows conclusion drawing. Data display helps us to comprehend what is happening and to do something. The data display in this study using brief notes, table, and narrative text.

3.4.3. Conclusion Drawing

Conclusion drawing is also known as verification. From the very beginning of data collection, the researcher starts to decide what things mean, as a temporary conclusion, and holds these conclusions lightly; maintaining openness and skepticism, but the final conclusions may not emerge until data collection is over. The data triangulation of this research gained from the interview, observational notes, and the document analysis. Meanwhile, drawing conclusion is the last step of data collection which should follow data reduction and data display before (Miles and Huberman, 1994). Moreover, in this research, the researcher started to decide the important variables to draw in the conclusion. As a result, the final conclusion will be fulfilled by valid and consistent an evidence that has been collected.

3.5. Trustworthiness

The researcher has to gain the validity of the findings, the meaning that the researcher determines the credibility of the findings to make sure the findings and interpretations are accurate through several strategies such as triangulation (Creswell, 2012). Zhang & Wildemuth (2009) assume in qualitative research conventional criteria unsuitable for judging its research results. Furthermore, he proposed 4 criteria for evaluating interpretive research work: credibility, transferability, dependability, and conformability.

3.5.1. Credibility

The credibility of the data is also gained through triangulation process. The types of triangulation can be seen from different individuals, types of data, theories, and methods of data collection. This is to make sure that the study will be accurate because the information draws on multiple sources of information, individuals, or processes. In this research, the researcher uses all fours kinds of triangulation: various sources in form of interview the students and classroom observation as the primary sources, also document review and as secondary sources. The types of data are observational field notes and report, interview transcript, and Google classroom screen shoot review. Additionally, in utilizing the theories, the researcher gathers and checks some written sources from various literatures that related to the topic to build research instruments. Lastly, the method used is varied from observation, interview and document review until the data are saturated.

3.5.2. Transferability

Researcher also uses thick and rich description, detailed and systematic report of the steps to find the result of the research. In addition, this research use purposive sampling with specific characteristic of the subject is clear, which in this research are the students' processing in perceiving feedback in blended learning application. Therefore, the reader can understand the topic clearly. Furthermore, the reader can apply the finding of the research in other or similar situations, phenomenon, or characteristic of the subject. In this case, the research finding can be apply for teaching English to involve in giving and receiving feedback process in blended learning application.

3.5.3. Dependability

In qualitative research, dependability check is conducted to audit the whole research process. In this study, researcher conducts the research systematically from the beginning until the conclusion of the finding supervised by supervisor. The researcher is also check the data to gain certainty and stability of the data. Furthermore, to makes sure that the data are coherence with the research questions, the researcher ensured that the process of data collection and data analysis are matching with the result of data collection. In this research, the result of triangulated data findings were consulted and discussed with the thesis supervisor as an expert.

3.5.4. Conformability

The conformability is determined by checking the internal relation among the data analysis, the findings, the interpretations, and the

recommendations. The materials that can be used in this aspect involve field notes, memos, coding manuals, process notes, and so on. In other ways, to achieve the conformability, the researcher provides all data and asks thesis supervisor reviews to give comment, opinion, and suggestion regarding to the data analysis. Then, the result is also reviewed by the lecture as an expert.