

CHAPTER 3

RESEARCH METHODOLOGY

This chapter contains research design, research site and participants, instrument and data collection procedures of the research, and data analysis.

3.1 Research Design, Research Site and Participants

This research, as discussed in the first chapter, was focused to observe three questions:

1. how Edmodo is implemented in teaching speaking to adult learners
2. how Edmodo facilitates learners' engagement
3. how learners perceive the use of Edmodo in speaking

This research used qualitative approach with a case study design. The reason of choosing case study design because this research focused on process of using Edmodo in teaching speaking, as stated by Merriam (1998) that case study is used to examine processes and characteristics which specifically answer “how” and “why” questions. Moreover, Merriam (1998) states that the result of case study is more concrete and contextual due to the relation of teacher's experience.

Creswell (1998) argues that case study is used to analyze a case with obvious boundary. According to Merriam (1998) there are three characteristics of qualitative case study.

1. Particularistic

Case study focuses on a particular condition or phenomenon.

2. Descriptive

The result of case study reveals natural condition.

3. Heuristic

Case study enlightens readers about the phenomenon of the study and provides new things and experiences.

In term of research site, this research was implemented in *Language Center of Telkom University* located in Bandung, Indonesia. The class was variously equipped based on the needs of the activity in English language course. *Language Center of Telkom University* was chosen as the site of the research because in Telkom University there is a requirement for staff to have English proficiency (ECCT 3.00 out of 4.00) that is legalled by chancellor decision letter. Thus, to meet the requirement, *Language Center of Telkom University* as supporting unit designs English program, English specific purpose based, to assist staffs. Another reason of choosing *Language Center of Telkom University* was because it applies blended learning activity in teaching and learning activity.

This research involved 15 staff coming from different unit, background, and gender, using purposive sampling technique. The research observed the process of teaching and learning activity in which Edmodo was used as the utility in teaching speaking. It included offline and online meeting. At the end of the meeting, learners' (staff) attitude toward the implementation of Edmodo in teaching speaking was examined.

3.2 Instruments and Data Collection Procedures of the Research

3.2.1 Instruments

The instruments of the research were observation, interview, questionnaire, and document.

3.2.1.1 Observation

The observation is used to answer research question 1 and 2. Based on Creswell (1998), observation was used due to the effectiveness to portray real situation in the classroom, in this case was the situation during the implementation of Edmodo in teaching speaking, when the teacher was also the researcher. It is inline with Stake (1995) who states that a researcher can act as a teacher. There were two reasons why teacher-researcher was chosen. First, it was because the researcher desired to experience the situation in which Edmodo was used in teaching speaking. It was the researcher's first time implementing Edmodo in teaching. Second, it was because the researcher wanted to see the whole process (from preparation to evaluation) on how blended learning was used in teaching speaking. Hence, to avoid bias, triangulation was applied.

3.2.1.2 Document

According to Creswell (1998), documents are very convenient for a researcher to use, due to the availability, the easiness, and the context. In this case, documents were used to answer question 2 and support answering all questions. The teacher-researcher collected several related documents posted both by teacher-researcher and students.

3.2.1.3 Interview

According to Bell (2005), interviews are genuinely advantageous in getting in-depth information. In addition, Creswell (2003) believes that interviews are excellent to use as the question derived can be limited by the researcher in accordance with the need of

the interview. Another idea regarding interview is stated by Maxwell (1996) that to describe action and event, interview can be used. Moreover, Pratama (2015) adds that interview can provide supplementary information missing in observation session. In this research, interview was chosen to answer research question 2 that is about students' engagement.

The interview was conducted to three learners presenting three different engagement level in Edmodo: low, median, high. This method was used because of the large number of students/participants (15). It was inspired by Creswell arguing that group interview can be implemented regarding the number of participants.

Semi-structured interview was employed in this research as adapted from Parn : 2006, Reading: 2008, Reading & Levins: 2010. Bell (2005), Heigham and Cooker (2009) believe that semi-structured interview is effective to be used because it enables researcher to get the point needed and promote participants elaborate their answers.

3.2.1.4 Questionnaire

The last instrument used in this research was questionnaires. They were conducted to answer research question 3 regarding learners' perception toward the use of Edmodo in teaching speaking. This research used questionnaires adapted from Susilawati (2015) which the type of questionnaires was open-ended. The questions were derived from Construct and Measurement of UGT adapted from Mondy, Wood, and Rafi (2008), and Susilawati (2015). The construction of questions was presented below:

1. Cognitive Uses and Gratification Expectancy: question 1-5
2. Effective Uses and Gratification Expectancy: question 6-8

3. Personal Integrative Uses and Gratification Expectancy: question 9-12
4. Social Integrative Uses and Gratification Expectancy: question 13-16
5. Perceived e-Learning Experience: question 17-20

3.2.2 Data Collection Procedures

In collecting data, several steps proposed by Creswell (2003) were conducted, as illustrated below.

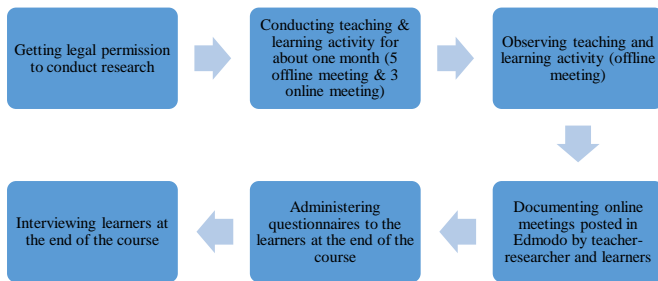


Figure 3.1: Data Collecting Procedures

3.2.2.1 Classroom Observation

In collecting data, observation checklist and recording were used. The observer chosen was a language instructor at Language Center Telkom University who was first trained to complete observation sheet. Besides, recording was also conducted to help both observer and researcher check the teaching and learning activity if they missed thing. The observation was employed in 5 offline meetings. The following was

the brief steps organized in classroom observation (see Appendix A for more detail) adapted from Susilawati (2015).

A. *Getting in the zone (Kickoff event - Initial Learning activity – check-in event)*

1. Learners were given a topic
2. Teacher uploaded file (text/audio/video) in Edmodo Library menu
3. Learners were stimulated to convey their opinion about the topic

B. *Exploration (second learning activities (modeling & practicing) – check-in event)*

1. Teacher explained specific structure about the topic in term of form-focused instruction and meaning-focused instruction.
2. Teacher employed speaking activities which is first modeled.
3. Learners were given time to practice speaking (individual activity or group activity).
4. Learners were asked to perform their speaking activity.
5. Learners were encouraged to practice speaking by recording it then posted in Edmodo Note menu.

C. *Evaluation (final assessment, feedback and conclusion (join construction))*

1. Teacher supervised learners' performance in speaking activities.
2. Teacher encouraged learners to do peer correction.

3. Teacher concluded what had learned in teaching and learning session.
4. Teacher administered survey on the implementation of the program

There were four topics being discussed during blended learning as presented in the following table.

Table 3.1

The Lesson Plans

| Meeting | Lesson plan | Topic |
|---------|-------------|--------------------------------------|
| 1 | 1 | Hi, everyone! |
| 2 & 3 | 2 | Time oh time. |
| 4 | 3 | What do you enjoy doing? |
| 5 | 4 | Welcome to my room. |
| 6 | 3 | What do you enjoy doing? (Follow up) |
| 7 | 1 | Hi, everyone! (follow up) |
| 8 | 4 | Welcome to my room (follow up) |

The implementation of the topics above was presented in the following table.

Table 3.2

The Implementation of Blended Learning in Teaching Speaking

| Meeting | Type of Learning | Date | Activity |
|---------|------------------|--------------------------------|--|
| 1 | Offline | 31 st October 2017 | Class observation |
| 2 | Offline | 7 th November 2017 | <ol style="list-style-type: none"> 1. Course overview 2. Getting in the zone (Kickoff event - Initial Learning activity) 3. Exploration (learning activity – check in the event (modeling & practicing)) |
| 3 | Offline | 9 th November 2017 | <ol style="list-style-type: none"> 1. Getting in the zone (kickoff event - initial learning activity) 2. Exploration (learning activity – check-in the event (modeling & practicing)) 3. Evaluation (final assessment & feedback & conclusion) |
| 4 | Offline | 14 th November 2017 | <ol style="list-style-type: none"> 1. Getting in the zone (kickoff event/BKOF - initial learning activity) 2. Exploration (learning activity – check-in the event (modeling & practicing)) 3. Evaluation (final assessment & feedback & conclusion) |
| 5 | Offline | 16 th November 2017 | <ol style="list-style-type: none"> 1. Getting in the zone (kickoff event - initial learning activity) 2. Exploration (learning activity – check-in the event (modeling & practicing)) |
| 6 | Offline | 21 st November 2017 | <ol style="list-style-type: none"> 1. Getting in the zone (kickoff event - initial learning activity) 2. Exploration (learning activity – check-in the event (modeling & practicing)) |
| 7 | Online | 24 st November 2017 | Signing-up to Edmodo & Submitting Assignment |
| 8 | Online | 27 th November 2017 | <ol style="list-style-type: none"> 1. Exploration (learning activity – check-in the event (modeling & practicing)) 2. Evaluation (final assessment & feedback) |
| 9 | Online | 29 th November 2017 | <ol style="list-style-type: none"> 1. Exploration (learning activity – check-in the event (modeling & practicing)) 2. Evaluation (final assessment & feedback) |
| 10 | Online | 30 th November 2017 | <ol style="list-style-type: none"> 1. Exploration (learning activity – check-in the event (modeling & practicing)) 2. Evaluation (final assessment & feedback & conclusion) |

3.2.2.2 Documents

Documentations were taken from teacher-researcher's and learners' posts during online meeting in Edmodo. The posts consisted of notes, replies and reactions, text, videos, and audios. Students' works which formed of text, videos, and audios were taken by downloading, while notes, replies and reactions were taken by screening.

3.2.2.3 Questionnaires

The questionnaires were conducted at the end of the course. 12 open-ended questions were spread to the learners. The questions were derived from Construct and Measurement of UGT adapted from Mondy, Wood, and Rafi (2008), and Susilawati (2015). The construction of questions was presented below:

Table 3.3

Questionnaire

| No | Construct and Measurement-items |
|---|---|
| <i>Construct 1: Cognitive Uses and Gratification Expectancy</i> | |
| 1 | I use computers to help me to know many things |
| 2 | I use the internet to search for new information |
| 3 | I carry out internet searches to answer questions coming from class discussions |
| 4 | I use computers to explore topics of interest, beyond my normal school assignment |
| <i>Construct 2: Affective Uses and Gratification Expectancy</i> | |
| 5 | I like to talk to others about computers |
| 6 | I like showing my friends how to use technology in different ways |
| 7 | Computer-based courseware layout, animation and illustrations are good to look at |
| 8 | I enjoy working with a computer |
| <i>Construct 3: Personal Integrative and Gratification Expectancy</i> | |
| 9 | Learning to use internet is easy for me |
| 10 | Using computers is easy for me |
| 11 | Using the internet allows me to be virtually anywhere at any time |
| 12 | I can search and navigate through multimedia content on CDs and on the internet |

Construct 4: Social Integrative Uses and Gratification Expectancy

- 13 Using e-mail gives me the feedback I need from others
- 14 I use e-mail to interact with my friends
- 15 Using the internet prepares me to join the extended learning community in the world
- 16 Using computers improves my ability to communicate with other people
- 17 Using computers keeps me from feeling lonely

Construct 5: Entertainment Uses and Gratification Expectancy

- 18 I like the background music and sound effects on the CD-courseware, they make learning fun
- 19 I like playing educational computer games
- 20 I find educational websites on the internet to be interesting
- 21 It is fun to experiment with technology

Construct 6: Perceived e-Learning Experience

- 22 Using computer allows me to learn at my own pace
 - 23 Using computers gives me control over what I want to learn and when I want to learn it
 - 24 When I discover a new thing on the internet, I think about it critically
 - 25 I discover things on the computer on my own
 - 26 I am able to access information that I need from computers
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3.2.2.4 Interview

Open-ended interviews were conducted to three learners at the end of the course. Three learners represented Edmodo user levels: low, middle, and high. They were given 10 questions about their engagement both in online meeting and offline meeting.

3.2.3 Data Analysis

The analysis was conducted by adapting Creswell's theory (2003) which was began with organizing and preparing data collection,

reading, coding and then interpreting them to be presented in the paper. The following were steps to analyze the data.

1. Observation sheets in offline meeting and documents posted in online meeting were analyzed by coding to see their engagement in both offline meeting and online meeting.
2. Interview data was first transcribed and then coded and categorized to make comparison based on students engagement criteria proposed by Fredricks, Blumfeld, & Paris, 2004.
3. Questionnaire data was classified based on the construct of UGT adapted from Mondy, Wood, and Rafi (2008), and Susilawati (2015). The classification was narrowed to be much simpler because there were several answers sounded similar.
4. The data collected from 4 instruments (observation, document, interview, and questionnaire) were validated by applying triangulation (comparing the data collected from 4 instruments) as proposed by Creswell (1998).

3.3 Concluding Remarks

This chapter has discussed the methodology of the research. The chapter covered the research design, research site and participants, instrument and data collection procedures of the research, and data analysis.