

CHAPTER III

METHODOLOGY

This chapter presents the methodology employed in this study. It begins with a discussion of research design, setting and context, participant, data collection, and elaboration of data analysis relative to the instruments used.

3.1 Research Design

This study used qualitative research by Hamann et al., (2012), which aims to know the benefits of group discussion and challenges of Syntax project. Qualitative research can be best conveyed in the form of words. This research attempted to know the benefits and challenges of group discussion in Syntax project. Qualitative research used to know the benefits and challenges of group discussion profusely through deep data collection of study Siregar, (2018).

3.2 Setting and Context

This study conducted in one of higher educations in Kendari, at fifth semester of English Education Department students. This research were done by the researcher to know the benefits and challenges of group discussion in a class which is a Syntax project. The students presented positive responses based on what they were getting from group discussion in Syntax project especially for the benefits and challenges. The researcher has the same response in this class and found the most students in Syntax project are getting positive benefits. The phenomenom when the students did the project, the students felt this project is

other ways to study English with fun by searching sign board in some area at Kendari for finding the writing errors, grammatical errors and other fault after that the students fixed them with their groups. The researcher had experienced in this class, most of students had perceptions about a sign board that made is a way to build English skills well. The researcher hoped that after reading this research, the students gave other positive responses about the benefits and challenges of group discussion in Syntax project as the references of students.

3.3 Participant Selection

The participants in this research are students in one of institutes in Kendari and focuses on 5th semester of English Education Department program academic year 2017. It consists of 25 students including class A and B. The total numbers of students who filled the questionnaire was 25 students, while because of some circumstances, that is there are some students' did not answer the interview, and some response of students' not related with the topic of interview and so only 10 students who did the interview session. Their ages are around of 20-24 years old.

The researcher opts the students based on their each skills and the students are more protrude in this class which is Syntax class. The researcher chose the participant by purposive sampling since the researcher did an interview and questionnaire about which is the class of English Department that have studied at Syntax class. The both of class have the same lecturer so the researcher was easier to get data. The researcher chose the students since they had more confident and felt fun for doing the project well which were searching the sign boards and making report interestingly. Based on their response to the benefits and challenges

of group discussion, it can be challenges for the researcher to give a conclusion based on the students response or what kind of benefits and challenges that the students got in Syntax project.

3.4 Instrumentation

This study utilized by 2 instruments that is questionnaire and interview. The questionnaire was used to find out students' benefits of group discussion while interview was used to scrutinize challenges faced by students during group discussion in accomplishing syntax project. The instruments were utilized since qualitative data are most often collected by researcher through interviews and questionnaires. However, interviews compared to questionnaires are more powerful in eliciting narrative data that allows researchers to investigate people's views in greater depth Kvale, (2004).

3.4.1 Questionnaire

The questionnaire was adapted model from using indicators namely interaction environment with 6 point for confidence and 6 point for communication statement in process of Syntax project Yulistianingsih et al., (2020). Using Likert scale, the questionnaire has scale in positive and negative statement with different score. The range of value 0 = strongly disagree (STS), 1 = disagree (TS), 2 = neutral (N), 3 = agree (S), 4 = strongly agree (SS). In the questionnaire, for each indicator, there are three positive points and three negative points. The category score on negative 4 = strongly disagree (STS), 3 = disagree (TS), 2 = neutral (N), 1 = agree (S), 0 = strongly agree (SS).

Researcher used questionnaire as instruments since questionnaire be able to collect data from large number of people in short period time, inexpensive, and can take their time to complete the questionnaire at their own leisure with truthfully Roopa & Rani, (2012). The following table 3.1 shows the form of scores for the questionnaire.

Table 3.1 Scores for student experience questionnaire with the benefits of group discussion in syntax project

Categories	Score	
	Positive	Negative
Strongly Agree	4	0
Agree	3	1
Neutral	2	2
Disagree	1	3
Strongly disagree	0	4

3.4.2 Interview

Interview, (Leuc et al., n.d.) argues, is a natural and socially acceptable' way of collecting data as it can be used in various situations covering a variety of topics. In line with this, as recommended by various researchers Bell, (2010), Lune & Berg, (2017), interviewing should be adopted as a tool for social research as it facilitates obtaining 'direct' explanations for human actions through a comprehensive speech interaction. Interviewing includes a wide variety of forms and a multiplicity of uses. The most common form of interviewing involves individual, face-to-face verbal interchange, but interviewing can also take the form of face-to-face group interchange, mailed or self-administered questionnaires, and telephone surveys.

It can be structured, semistructured, or unstructured. Interviewing can be used for marketing research, political opinion polling, therapeutic reasons, or

academic analysis. It can be used for the purpose of measurement or its scope can be the understanding of an individual or a group perspective. An interview can be a one-time, brief event-say, 5 minutes over the telephone-or it can take place over multiple, lengthy sessions, at times spanning days, as in life history interviewing. Thus the focus of interviews is moving to encompass the hows of people's lives (the constructive work involved in producing order in everyday life) as well as the traditional whats the activities of everyday life Cicour,el, (1964)

Interviews were conducted with 10 participants via the WhatsApp application. The main advantage of the interview is that this method of inquiry allows new ideas and questions to become up during the interview Berbegal, (2020). In this study, the researcher used interview to know challenging of students' in Syntax project.

3.5 Data Collection

For getting the data, the researcher used questionnaire to know students response to the benefits of group discussion and interview to know students challenges in Syntax project. Collecting the data is an important part in every research to know the information which needed in that research. This test conducted one week. The researcher prepared the questionnaire (using Google form) and interview question (using WhatsApp application), and then gave them to the respondents, but before giving the instruments that the researcher explained how to answer the questionnaire and interview, then researcher collected the participants' responses. After that, analyzing the data obtained from the respondents.

3.6 Data Analysis

3.6.1 Technique of Data Analysis for Questionnaire

The researcher analyzed the data qualitatively through several steps: assembling the data, coding the data and classified the data Burns & Burns, (2015). First, all data is obtained over the research process is assembled by the researcher. The data are students' questionnaire and interview. The researcher assembled the data such as field and so on the data in general way to show broad patterns so it could be compared and contrasted. Thus, this is help the researcher could see what occurred in the field.

Second, in this step the data of students was classified through coding process. The researcher using inductive approach, this way the codes stay close to the data, mirroring what is actually in them, rather than the ideas and prior understandings of the researcher, who is working vigorously to remain open-minded Skjott Linneberg & Korsgaard, (2019). The coding process help the researcher to generate initial code, then code each data and organize the code based on indicators and defining the data.

Third, classified the data. Classification is a data mining technique that assigns items in a collection to target categories and predicts student results might be developed based on observed data for students' academic performance over a period of time Sumathi et al., (2016). In this stage, the researcher created categories the data based on the similarities and differences. Then, the researcher grouped the data segment with similar code and categorized them. Finally, the

researcher make conclusion with showed result table of instruments and make in form written paragraph.

To facilitate categorization and data processing, the following table 3.2 contains the blueprint indicator of the study which includes response of EFL Students to the benefits and challenges of group discussion in Syntax project.

Table 3.2 Research Questionnaire Grid

No	Dimension	Indicator	No Item
1	Response of EFL Students to the benefits and challenges of group discussion in Syntax project	The benefits of group discussion to improve students' confidence	<ol style="list-style-type: none"> 1. Grup diskusi membuat saya lebih percaya diri dalam mengerjakan proyek 2. Saya tidaktakut untuk mengemukakan pendapat di diskusi grup 3. Saya yakin bisa menyelesaikan proyek ini tepat waktu 4. Saya kurang berani saat ingin mempresentasikan hasil diskusi grup di depan kelas 5. Saya lebih suka mengerjakan sendiri proyek ini 6. Saya sulit bergaul dengan teman kelompok saya
2	Response of EFL Students to the benefits and challenges of group discussion in Syntax project	The benefits of Translation project to improve students' communication skills	<ol style="list-style-type: none"> 7. Grup diskusi membantu saya meningkatkan

	kemampuan berkomunikasi
8.	Saya menyanggah dengan baik jika ada perbedaan pendapat di diskusi grup
9.	Saya senang dan terbuka saat berkomunikasi dengan anggota grup yang lainnya
10.	Grup diskusi tidak membantu saya meningkatkan kemampuan berkomunikasi
11.	Saya memilih diam jika ada perbedaan pendapat di diskusi grup
12.	Saya tidak suka berkomunikasi dengan anggota grup yang lainnya

3.1.2 Technique of Data Analysis for Students Interview

The researcher analyzed the data by coding. The researcher codes the students' interview to collect the data. After the data is analyzed completely, a final conclusion will present automatically. Coding did not constitute the totality of data analysis; however, it is a method to organize the data to draw conclusion become clearer to be a complete research. The kind of coding data is used to do a description to be used in the research paper.

In coding, there are many kinds of coding in qualitative research but in this presents study the researcher used thematic coding (thematic analysis). Thematic coding is a way to analyze data in order to identify patterns or to find themes through data that has been collected by researcher (Braun & Clarke, 2006). Findings from students' interview were read and categorized based on the theme that decided by the researcher. The theme that used concern the challenges of group discussion in Syntax project. If the researcher get 7 benefits, then the researcher categorize it as the theme of coding in analyzing the data.

The following table 3.3 shows the example of data coding. In explaining and displaying the data, the sample of findings were shown in the arranged of initial, such as, Q for question; there are two questions, Q1 (question 1), and Q2 (Questions 2); C for them; there are four themes, they are C1 (time), C2 (transportation), C3 (searching article, C4 (diverse opinion); and S for students, there were 10 students which were initialized by S1 (students 1) and so forth.

Table 3.3. Example of data coding

Theme and Code	Students' Interview	Code
Challenges of students' in group discussion: <i>Time</i> (C1)	S1: The challenge that I feel the most is when there are many views and opinions in the discussion	C4
	S7: My challenge in working on this syntax project is that my group and I still find it difficult to find places that have lots of sign boards in English so we have to go around several places.	C1
Challenges of students' in group discussion: <i>Searching of sign board</i> (C2)	S2: My challenge in working on this project is that I have to divide my time to be able to work on this project with other projects	C1
	S6: The challenge I faced when working on a syntax project was that it was difficult to find a place that had an English sign board.	C1

Challenges of students' in group discussion: <i>Searching of references</i> (C3)	S3: Besides that, we had to go around to find it that I need a lot of references and references are hard to find and in-depth references and material	C3
Challenges of students' in group discussion: <i>Differences of opinion</i> (C4)	S4: The challenges we face is collecting sign board objects, which takes a lot of time and is exhausting, because we look for them in various places that have a sign board.	C3, C1 C5
Challenges of students' in group discussion: <i>Searching of sign board</i> (C5)	S5: The challenge we face is that collecting sign board objects is a vehicle, because looking for sign boards around campus is rare and looking for a sign board, you have to explore and it requires a vehicle.	C2
	S8: The challenge that I got when writing the project was that it was difficult to find places with English writings and places where we had to go around.	C1

Notes:

CODE	THEME
Red (C1)	= time
Green (C2)	= transportation
Grey (C3)	= searching article
Yellow (C4)	= differences of opinion
S1	= student 1

(Adapted from Braun and Clarke, 2006)

