

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses about method of research, operational definition, population and sample, research instrument, validity of questionnaire, technique for collecting the data, technique for analyzing the data.

#### **A. Method of Research**

According to Sugiyono, 2017 (p. 147) the descriptive method can be interpreted as a problem-solving procedure that is solved by describing the current state of the research subject/object (a person, institution, etc.) based on the facts that appear or are as they should be. For example, behavior, perception, motivation, action and others holistically and by means of descriptions and in the form of word and language in a specific context, naturally and by making use of various scientific methods. According to Creswell, 2016 (p. 26) qualitative research is a method for uncovering and understanding meaning by a number of individuals or groups of people who are ascribed to social or humanitarian issues.

Based on the explanation above, it can be concluded that the descriptive qualitative is a method of solving problems in research and describing facts as they should. So, the researcher will use descriptive qualitative to analysis the students perception of using group presentation method in English Education Study Program at Baturaja University.

## **B. Operational Definition**

The title of this research is " The Students' Perception of Using Group Presentation Method in English Education Study Program at Baturaja University". There are two major terms which are needed to be defined operationally for the purposed research perception and group presentation.

The following keys terms are:

### **a. Perception**

Perception is the students' perception about the application of the group presentation learning process.

### **b. Group Presentation**

Group presentations is the number of participants who became presenters was more than one person.

## **C. Population and Sample**

### **1. Population of the Research**

In statistics, According to Sugiyono, 2012 (p. 80), also stated that population is a generalization of the area, including objects and subjects, that have certain qualities and characteristics that are decided by the researcher. Population can refer to not only humans, but also objects or other things. Population is not just about the total but also includes the characteristics. Simply put, the population is the entire research target.

The population of this study were the whole student body in the English Education Study Program at Baturaja University. There are 23

students in the second semester, 16 students in the fourth semester, 29 students in the sixth semester, and 26 students in the eighth semester. As a result, the total population is 94 students.

**Table 3.1**  
**The population of the Study**

No	Semester	Number of Students
1	II	23
2	IV	16
3	VI	29
4	VIII	26
<b>Total</b>		<b>94</b>

*Sources. English Education Study Program at Baturaja University 2022/2023*

## 2. Sample of the Research

The sample is part of the population, which has the same characteristics as the population. The sample is part of the number and characteristics possessed by the population. If the population is large and the researcher cannot study everything in the population, for example due to limited funds, manpower, and time, then the researcher can use samples taken from that population.

In this research, researchers used purposive sampling. According to Sugiyono (2016) that purposive sampling is a source sampling technique certain consideration data. Cohen et. All, 2018 (p. 218) In purposive

sampling, researchers choose their own cases to be included in the sample based on their assessment of the typical or possession of certain characteristics that are sought. purposive sampling technique is a type of non-random sampling. So, purposive sampling is a sampling technique by taking samples that meet certain criteria according to the research topic.

After the questionnaires were distributed to all English Education Students, there were 62 students who filled out the questionnaires. So it can be concluded, that the total sample in this research amounted to 62 students.

### **3. Site of the Research**

The location of this research is Faculty of Teacher Training and Education at Baturaja University. The address in Jl. Ratu Penghulu No.2301, Karang Sari, Ogan Komering Ulu, Sumatera Selatan.

### **D. Research Instrument**

The research instrument is a written guide about interviews, or observations, or lists of questions, prepared to obtain information. A research instrument is a tool used to measure observed natural and social phenomena (Sugiono, 2013). In this research, researcher used questionnaire to collect data. According to Cohen et. all, 2018 (p. 215) questionnaire is an instrument in which respondents provide written responses to question or mark item that indicate their response. So, questionnaire is data collection technique that is

carried out by giving a set of questions or statements to respondents to answer.

Questionnaires are more popular in research than other types of instruments, because by using this method, more information can be collected in a relatively short time, at a lower cost than if researchers used interviews or other techniques. The questionnaire used in this research is closed ended questions in which respondents gave a choice of answers by placing a check mark (√) in the answer column provided with four alternative answers. The researcher used ready-made questionnaire from a thesis Tawi (2016). The questionnaire is made up of 20 questions based on 2 indicators of group presentation method. The indicators of questionnaire are the process of doing presentation and the effects of doing presentation. The questionnaire is used to find out the students perception of using group presentation as learning method. This research is a questionnaire-based survey that is administered to students. A Likert scale also used by the researcher from McMillan and Schumacher (2010), with the options being Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

**Table 3.2**  
**Likert Scale**

No.	Likert Scale	Criteria
1.	4	Strongly Agree
2.	3	Agree
3.	2	Disagree
4.	1	Strongly Disagree

*Source. McMillan and Schumacher (2010)*

### E. Validity of Questionnaire

Validity is an important key to effective research. In distributing a questionnaire, there is a purpose to be achieved. We should ensure that our measurement tool can measure what it is supposed to measure. According to Gay et al. (2012), validity refers to the degree to which a test measures what it is supposed to measure and permits the interpretation of scores that are appropriate consequently.

In this research, the validity of the questionnaire not be tested because it has already been prepared. The source of the questionnaire was Tawi (2016).

**Table 3.3**  
**Spesification of Questionnaire**

<b>Objective of study</b>	<b>Indicators</b>	<b>Item Number</b>	<b>Total</b>
To find out students perception of using group Presentation method in English Education Study Program at Baturaja University	The Process of Doing Presentation	1,2,3,4,5,6,7,8,9,10	<b>10</b>
	The Effects of Group Presentation	11,12,13,14,15,16,17,18,19,20.	<b>10</b>
<b>Total</b>			<b>20</b>

### F. Technique for Collecting Data

According to Mukhtar, 2013 (p.10) qualitative descriptive research method is a method used by researchers to find knowledge or theory of research at a certain time. Futhermore Nana, 2011 (p.73), qualitative

descriptive research analysis is intended to describe and describe existing phenomena, both natural and human-made, which are pay more attention to the characteristics, quality, interrelationships activity. In addition, descriptive research does not provide treatment, manipulation or alteration of the variables studied, but rather describes a condition as it is. The only treatment that given is only the research itself, which is carried out through observation, interviews, and documentation.

The reason the researcher chose a qualitative descriptive research design was because the researcher wanted to describe the conditions that would be observed in the field in a more specific, transparent and in-depth way about student perceptions in using presentation groups. By utilizing qualitative data and explained descriptively. In this research, the researcher used a set of questionnaires to collect data on students' perceptions of using the group presentation method. According to Creswell (2012, p. 382), a questionnaire is a form used in a survey design that participants in a study complete and return to the researcher.

According to According to Cresswell (2012), there are three types of the questions:

- a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant.

- b. Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.
- c. semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

In this research, researcher used closed-ended questions. This type is suitable with the topic of the research. Which ask the students perception on the use of group presentation as learning method. Questionnaire used to gain data from the respondent and to measure students perception on the use of group presentation.

The researcher collected the data by utilizing the internet as an intermediary medium to collect the data because the authors feel that it more efficient and effective this way. Furthermore, online data collection helps create a nonthreatening and comfortable environment, and provides greater ease for participants discussing sensitive issues (Nicholas, 2010 cited in Creswell, 2016).

The instrument in the form of a closed questionnaire were distributed to students of English Education Study Program Baturaja University. The questionnaire was created using google form web distributed via WhatApps in the form of a link. Respondents were asked to provide answers by marking a checklist (√) on the questionnaire provided.

## **G. Technique for Analyzing Data**

According to Creswell (2012) the process of data analysis involves making sense out of text and image data. It involves prepare the data for analysis conduct different analysis, move deeper and deeper into understand the data (some qualitative researcher like to think of this as peeling back the layers of an opinion), representing the data, and making an interpretation of the large meaning of the data.

The Likert scale was used to analyze the questionnaire data analysis techniques. The researcher gathered data from a questionnaire. In this research, the form of the questionnaire was closed with the alternative answer that would be chosen by the students. Students choose only the best answer that is suitable for themselves. To analyze questionnaire data, the researcher used the descriptive qualitative technique. The researcher analyze the data by counting the percentage of students who answered the questionnaire correctly.

The data obtained from the questionnaires were analyzed using the formula from Sudijono (2010). The scores of the questionnaire are the total number of options given by the respondents. The values obtained from the data analysis are used to formulate the findings. To get the percentage of students' scores distributed on the questionnaire, the researcher used the following formula from Sudijono, 2010 ( p. 43), and to find out the score, the researcher uses the Interval Percentage Criteria from Sources. Riduwan & Sunarto (2017).

To get the percentage of the students' perception of using group presentation methods in the English education study program at Baturaja University.

The researcher used the following formula :

$$P = \frac{f}{N} \times 100 \%$$

*Source: Sudjiono (2010,p. 43)*

Where :

P = The Result of Percentage

F = The Total of Score Criteria

N = The Total of Sample Student

**Table 3.4**  
**The Criteria of Scores Interpretation Based on Interval**

No.	Interval Score	Criteria
1.	0% - 20%	Strongly Disagree
2.	21% - 40%	Disagree
3.	41% - 60%	Neutral
4.	61% -80%	Agree
5.	81% - 100%	Strongly Agree

**Sources. Riduwan & Sunarto (2017)**