Chapter Three

Research Methodology

In this study, the researcher aims to investigate content and practical knowledge of effective EFL lecturers as perceived by pre-service teacher students in a private university in Yogyakarta. This chapter conveys how the study was conducted. It begins with the explanation of research design and the setting of this study. Furthermore, it also tells about data gathering technique and procedures utilized in this research. In the end, the data analysis was discussed in this chapter. The following section is going to discuss the research design.

Research Design

To begin with the discussion of research design, the researcher would like to declare the methodology used in this study. Qualitative method was chosen as the research methodology to conduct this study. Referring to Creswell (2012), qualitative research is suitable to address a research problem in which the researcher need to explore more the problem to obtain deeper understanding. Furthermore, this study takes a case study research design. According to Yin (1994), case study is an empirical inquiry that investigates a contemporary phenomenon within its real-context, especially when the boundaries between phenomenon and context are not proven clearly. The phenomenon that happen in the real context in this stuy is EFL teachers have different levels of content and practical knowledge. Merriam (1998) defined the case in case study research as a thing, a single entity , a unit around which there are boundaries. Merriam also

explained that the case study focuses on holistic description, particularistic, heuristic and explanation. Thus, the researcher wants to gain deeper information of the phenomenon about content and practical knowledge of the effective EFL teachers by conducting descriptive case study design. Merriam (1998) reveals that descriptive case study is conveying detailed information of the phenomenon under study. So, the qualitative case study reputes as the suitable method because this study is aimed to investigate the case on the bounded system and it comes from the real context.

Research Setting

The researcher conducted this study in an ELED of a private university in Yogyakarta, Indonesia. It is necessary to conduct the study in this department because after knowing the pre-service teacher students' perception about effective EFL lecturers, then it can be a guideline for the department to improve the qualities of teachers by providing some professional development program. The findings of this study can be beneficial for the lecturers to become self-reflection and evaluation during their teaching. It is hoped through those way the quality of EFL lecturers in ELED of a private university improved and lecturers' effectiveness will be more equitable. The last reason is because the researcher has access to conduct an interview in ELED of a private university. Thus, it makes the researcher easier to conduct this study because the condition and situation of ELED of a private university were already known by the researcher.

Research Participants

In order to gather the data, the researcher requires deciding which particular people are going to be the target participants. In this study, the target participants are students of English Education Department at year 4 of their study. Four students from all classes of year 4 were became the participants in this study. The researcher has chosen those four participants as the representatives from each class in year 4 students. The researcher chose participants from year four of undergraduate study because they have passed all the pedagogical courses. The students who have good understanding in pedagogical courses and included as active students in each classroom were chosen as the participants in this study. It was hoped that they can give broad information regarding to content and practical knowledge. Thus, it made researcher easy to attain the aims of the study.

Furthermore, choosing appropriate participants can avoid misunderstanding in collecting the data and this was possible the researcher to get rich and deep data. The researcher believed that they have broad knowledge about content and practical knowledge of effective EFL teachers. Also, the students in year four of their study have passed all teaching practices program that might affect their knowledge about related topic.

Data Gathering Technique

In this study, in-depth interview was chosen as the method to gather the data. According to Dworkin (2012), in-depth interview is more inductive and emergent in the process rather than concern in making generalization to the larger populations of interest and does not depend on the hypothesis testing. Open-ended

questions was used as interview research procedures because it has a number of advantages such as flexible and allow the interviewer to investigate deeper or go into more depth to clear up any misunderstandings (Cohen, Manion and Morrison, 2011, p. 416). Thus, the researcher utilized open-ended items to get deeper information about the topic. In order to organize the interview, indirect questions were used as the question formats within the study. According to Tuckman (1972) as cited in Cohen, et al. (2011), indirect approach tends to produce open and honest responses from the participants. Besides the questions format, the researcher hopes that the participants will provide unstructured response modes. Tuckman (1972) as cited in Cohen, et al. (2011) argues that through unstructured response, the participants allow to answer the questions in their own ways. Unstructured response mode also does not limit the answer of the participants.

Data Gathering Procedures

This study used interview for the data gathering and interview guideline as the research instrument. The researcher would see the meaning and characteristics of content and practical knowledge of EFL teachers, and then make it as the guideline for interview questions. In order to collect the data, the researcher contacted the participants by phone to make an interview appointment. In doing interview, cell phone recorder was chosen as the electric tools to record all the information which approximately took 15 up to 25 minutes.

The interview guideline session was conducted using Indonesian language. The reason of using Indonesia language is to avoid misunderstanding and misinterpret that lead to bias and invalid data result. Besides, Indonesian language

was used to ease the participants in understanding every question, so it was hoped that the participant give clear answer. In gathering the data, the interview session was conducted twice because it is needed further information from the researcher.

Data Analysis

The researcher used pseudonym such as Raisa, Hamish, Selena and Pricilla to hide the real name of the participants. Besides, to avoid intervention from researcher' perception during transcribing the data, the researcher has done member checking before analyze the data.

In this study, member checking was chosen as the techniques for exploring the credibility of the result to meet the validity. Member checking was conducted after the researcher was transcribed the data from the recorder and before the researcher administered coding. Andrew (2004) examined that member checking is when the participants asked to read the transcript of data result. It is to prove that the words transcribe by the researcher match with what they actually intended. From the member checking, the researcher found that all of the participants agreed with the transcript written by the researcher.

To analyze the data, the researcher started to conduct an open coding. According to Strauss and Corbin (1990) as cited in Cohen et. al (2011), an open code means by giving label to a piece of text to describe and categorized each text. In this step, the researcher created category in the sentences on interview transcribe that include information that researcher need. Then, the researcher is doing analytical coding where the researcher interprets statement of participants. Cohen et. al (2011) explain analytical coding is a group of descriptive codes or

labels and it gives more explanatory or analytical meaning. The researcher has taken the point of the information that participants give, then summarize it into shorter sentence. After that, the researcher put pseudonym and number of statement on the sentences that include information.

The next step is an axial coding where the researcher categorizes the data into a small unit. Referring to Cohen et. al (2011), an axial code means integrating the fractions or small units of a whole text in new ways following the open coding. In this step, the researcher made a group for the categories of data. Then, the researcher put the data into each same categories. The last step was a selective coding where the researcher found theme that will be point of the findings. Cohen et. al (2011) explained that selective coding is the process of identifying the core category in a text and integrating to the theory. In this part, the researcher found the main point of the sentences that has been summarizing in analytical coding. The main of point of the sentences are becoming the findings of this study.