

Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. There are five sections namely research design, research setting, research participants, data collection method, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

This study aimed to find out the pre-service teachers' perceptions on implementing Student Centered Learning (SCL) at one of English Department in Yogyakarta. This research aimed to investigate the participants' experiences in implementing SCL during their internship tenure. Qualitative research design was used in this study as the research design since this study needed data about the experiences of the participants. Creswell (2012) stated that the purpose of the qualitative research is to create research questions in a general regarding the participants' experiences. Therefore, qualitative design was an appropriate applied in this study.

Specifically, this study applied the descriptive qualitative research design because the researcher desired to find out the information of the participants' point of view and experiences. Ethridge (2004) argued that descriptive qualitative research may be characterized as simple attempt to determine, describe, or identify what is, while analytical research attempts to establish why is it that way or how it came to be. In addition, descriptive research is aimed at casting light on current issues or problems through a process of data collection enabling to

describe the situation more possible complete without employing this method (Fox & Bayat 2007).

Research Setting

The researcher conducted this study in a private university in Yogyakarta. All of the participants were the students of that private university. For the reason, the researcher wanted to know about English education program of a private university in Yogyakarta especially for pre-service teachers' perceptions in implementing SCL in their practicum. Besides, it also included teaching practicum program for pre-service teachers. In the university, pre-service teachers mostly did practicum. Owing to researcher' another reason, the researcher also wanted to choose easy place to be availably visited by the participants. Therefore, the researcher conducted this study at a private university in Yogyakarta in order to make this study more effective.

Research Participants

The particular group of people research participants included in this research was the pre-service teacher students from the batch of 2014. Besides, they were the students had studied about how to be a teacher. Also, pre-service teachers in batch 2014 had more experience in implementing SCL in their teaching practice. This study used pseudonyms of the participants such Mawar, Bunga, Melati, and Angrek. As the reason, the researcher wanted to keep participants' identities secretly. The participants chosen by the researcher were pre-service teachers who had more experience in implementing SCL in the

teaching practicum because researcher wanted to get valid data from the participants. Pre-service teacher students in batch 2014 had more experience because they had once joined practicum in teaching from the 1st until 6th semesters. The participants who had more experiences in implementing SCL in the teaching practicum made the researcher to get the data easily. Owing to the fact, the information from the participants was appropriate with their real life and experiences in implementing SCL in the teaching practicum. In addition, some of the courses in the university used SCL. In the teaching practice during their internship program, the students from the university had the teaching methods in teaching students. Besides, one of the teaching methods is SCL. In addition, their curriculum was explained about many kinds of English learning methods especially SCL.

The number of participants in this research was four participants. All of the participants in this research were women. As the researcher's reason, in that university, students of batch 2014 consisted of four classes, and the researcher chose one person from each class. Also, the researcher wanted to get the data from different people in four classes who had experiences in implementing SCL. The researcher chose the participants based on their experiences of the characteristic SCL implementation. The researcher chose the participants by asking about the conceptual understanding of SCL. The researcher also asked about the experiences of the participants in implementing SCL. It is because the participants who have the experiences made reach data. Cohen, Marison and Manion (2011) asserted that the researcher does hand-pick the participants appropriate with the characteristic of the participants in their experiences. However, data gathering

were stopped after the data were saturated. Data saturation reached is enough information to replicate the study when the ability to obtain additional new information has been attained, and when further coding is no longer feasible (Fusch & Ness, 2015).

Data Collection Method

Data collection method of this research was interview. Interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard (Cohen, Manion, and Marrison, 2011, p. 409). This research used standardized open-ended interviews as the type of interview. Besides, the topic and research question of the interview were specified. Standardized open-ended interviews are likely the most popular form of interviewing utilized in research studies because the nature of the open-ended questions allows the participants to fully express their viewpoints and experiences (Turner, 2010, p. 756).

The participants were chosen by the researcher by chat in group of pre-service teachers in the university. Then, the researcher asked about who have ever used SCL approach in the practicum. After getting the responses from pre-service teachers in batch 2014, the researcher contacted the pre-service teachers one by one to be the participants. After pre-service teachers were ready to be participants, the researcher made schedule to meet the participants in order to have interview. Then, researcher interviewed the participants one by one with the schedule made before. Finally, the researcher got the data from the participants' interview.

In this study, the researcher and participants used Indonesian language to conduct the interview. For the reason, not all of the participants might understand English. Besides, not all of the participants had same vocabulary level. By using Indonesian language, the researcher would get clearer data because the participants could answer the question freely. In addition, the researcher and participants understand about Indonesian because it is first language for the researcher and participants. The tools used in this study were pen for writing some words of the interview, note for saving the keywords of interview, and a recording application in the cell phone to record the result of the interview. Thus, the interview approximately took fifteen minutes. Interview guideline was also used by the researcher as an instrument of the research.

Data Analysis

After getting the data from the participants, the researcher transcribed the result of the interview. The researcher checked the data line by line after the result of interview had been transcribed; the researcher came back to the participants to do member checking. In member checking, the researcher confirmed about the important keywords or answers given to the participants. The purpose of member checked was to confirm the participants' answers. Cohen et al (2011) stated that validity data can be achieved by careful audit trails of evidence or member checking or respondent validation. After the participants gave the confirmation well, the researcher continued to analyze the data. Hence, member checking conducted after the researcher transcribed the data and before the researcher analyzed the data.

In this study, after the researcher got valid data, researcher coded the data by the process of open to selective coding. The researcher only used open and selective coding in this study. The researcher only used open and selective coding because only with that coding, the researcher got the enough data. In addition, open and selective coding made the researcher easier and faster to analyze the data from the participants. The first step to get the data was by doing the open coding in this research. An open coding is simply a new label that the researcher attaches to a piece of text to describe and categorize that piece of the text (Cohen et al, 2011). In open coding, the researcher attached the label of the data. The researcher categorized the data one by one. Open coding can be performed on a line-by-line, phrase-by-phrase, and sentence by sentence, paragraph-by-paragraph or unit-of text-by-unit-of text basis. In open coding, the researcher also translated the answers of the participants from Indonesian language into English. Besides, it made the researcher feel easier to report the result. For the second step, the researcher applied selective coding in analyzing the data. In selective coding, the researcher started to analyze the data by grouping the information taken from open coding. Therefore, the researcher made some points to categorize the same data from the participants. Besides, selective coding identifies the core categories of text data integrating them to form a theory (Cohen et al, 2011).