Chapter Three

Methodology

This chapter presents the research methodology used by the researcher. In the research design, the researcher explains the design and the reason for deciding the design. For the setting of the study, the researcher explains the setting in this study. Then, the researcher also explains the data collection that used. In the data collection procedure, the researcher presents the ways in which the researcher collected the data. Finally, in the data analysis, the researcher describes the procedure in analyzing the data.

Research Design

This research was conducted using a qualitative method. The researcher chose a qualitative method because it related to social phenomena which help people to understand world experiences and perceptions. Based on Moriarty (2011), "Qualitative research is concerned with the developing explanation of the social phenomena (p.6)". Besides, Creswell (2012) asserted that the characteristic of qualitative research is exploring and developing a detailed understanding of a central phenomenon. Therefore, in the qualitative method, rich information can be more discovered by the researcher related to this research.

The qualitative descriptive research design was chosen for this research because the researcher allowed the participants to answer questions based on their thoughts, and the researcher did not limit the participants' answers as long as the answer still in the context of the question (Creswell, 2012). So, this qualitative descriptive design fit perfectly with the aims of this study. This study aimed to determine the perception of teachers about the implementation of the 2013

Curriculum in teaching English. Perceptions scope were the advantages of the 2013 Curriculum to teach English and the problems faced by the teachers in implementing the 2013 Curriculum in teaching English.

Research Setting

This research had been carried out in two private Islamic high schools in Yogyakarta and it aimed to investigate the teacher perceptions in implementing the 2013 Curriculum during the learning process. There were several reasons why the researcher took two settings. First, the researcher has chosen two schools because the researcher felt lack of participants if the researcher only chose one school, so the researcher had to choose two schools. Second, the schools used the 2013 Curriculum in teaching English. Third, the schools used the 2013 Curriculum three years ago where teachers have enough experience to learn about the 2013 Curriculum. Fourth, the researcher had conducted an internship program for one year in one of the chosen schools and both schools used the 2013 Curriculum. From the explanation above, the researcher believed that the schools were suitable places to conduct this research and got data from this arrangement. In addition, the researcher felt easier to get credible participants to be interviewed because researcher already knew the context of regulation in both private Islamic high schools in Yogyakarta. In addition, the researcher had carried out this research at the schools in November 2018.

Research Participants

The participants of this study were three English teachers in two private Islamic high schools in Yogyakarta. The researcher chose three participants to get rich data from them. Two teachers from school A and one teacher from school B.

Creswell (2012) stated that there were no rules about how many interviews were conducted, for researchers, they could interview people who were stakeholders until they got qualitative data from them. The participants in school A were called Mawar and Melati. They were female English teachers in school A. Mawar had taught at school A for seven years. While Melati had taught at school A for three years. A participant from school B was called Kamboja, a female English teacher, she had taught English in the school B for three years. The reason why the researcher chose Mawar, Melati and Kamboja were because they had taught English using the 2013 Curriculum. In addition, the researcher was looking for English teachers who had obtained a bachelor degree. Then, the teachers also had a lot of experience in teaching English and they were certified as English teachers, so they had more experience. Thus, with this situation, the researcher got reliable, specific and unambiguous data.

Data Collection Technique

The researcher used in-depth interviews to collect the data. Interview questions focused on teachers' perceptions in implementing the 2013 Curriculum to teach English during the learning process. The purpose of the interview was to gather deeper data from the participants including their beliefs, perspectives, and experiences. In addition, interviews can be used as the principal means of gathering information that has a direct relationship to the research objectives (Cohen, 2011). In line with this statement, the researcher tried to obtain real data by obtaining valid data based on the experiences, views, and beliefs that participants had in implementing the 2013 Curriculum to teach English. The researcher used structured responses to response modes because participants

answered questions according to the questions. Also, the answers given were also appropriate, so there was no limitation in giving ideas. For the format of the question, the researcher used the indirect form because the researcher asked about the participants' opinions about the topic. For the instruments used, researchers used stationery and cellphones to record conversations during interviews.

Data Collection Procedure

There were several steps that had been carried out by the researcher in collecting data in this study. For the first step, the researcher prepare the interview guideline. Then, the researcher chose the participants. Before conducting an interview, the researcher contacted the participants who had met the criteria. In addition, the researcher requested the willingness of three participants to be maintained before the interview. Then, the researcher made an agreement of time and place to do the interviews. After three participants were willing to become participants for the interview, the researcher explained the process of the interview to interview the three participants based on the agreement. Interviews were conducted in certain places in two private Islamic high schools in Yogyakarta. Then, the researcher interviewed and asked questions to the participants based on interview guidelines. The average time to interview each participant was 10 to 30 minutes to answer all questions. In this interview, the researcher recorded each part of the interview by using a cellphone. The researcher used Indonesian language in the interview to avoid misunderstanding and create a deeper understanding for the participants and the researcher. The researcher and participants first language is Indonesian language. For this reason, using Indonesian during interviews was easier than using foreign language when

the researcher and participants giving and receiving information. After getting the interview record, the researcher transcribed all participant recordings into transcripts where the researcher typed the audio into word form as research data.

Data Analysis

In this section, the researcher had collected all the data from the interview. Then, the next step the researcher did was analyze the research data. Thus, the data analysis steps were transcribing, member checking, and coding. For a detailed explanation of each data analysis step, the explanation in the following paragraphs.

Transcribing. After doing the interview, the researcher did the transcribing. Transcribing was putting an audio form of participants' data into text (Creswell, 2012). The data were real without the researcher's points of view. The recording data from the interview was 10 to 30 minutes for each session. In this transcribing section, the researcher used a pseudonym for each participant in order to keep the participants' identity a secret.

Member checking. To verify or check validity, the researcher did member checking. Member checking is used to validate, verify, or assess the trustworthiness of qualitative results (Doyle, 2007). Member checking is also known as participant validation, and it also includes a technique for exploring the credibility of the results. The results were returned to participants to recheck the accuracy and resonance with their experience. The reason for members checking was to provide an opportunity to understand and assess what participants want to do through their actions. Besides, in this data analysis step, it also provided additional information that was stimulated by replaying the process. In addition,

the researcher did member checking by giving the transcription to the participants to read. After reading the transcript, the participants agreed with the transcript, the researcher did not need to change it. On the contrary, the participants do not agree with the transcript, member checking, the researcher changed the transcript based on the participants' command. In this section, the researcher rechecked the transcript to all participants whether the transcripts of the interviews were in accordance with the participants 'answers during the interview, there are still those who are not suitable, the researcher correct them according to the participants' answers, but if they are in accordance with the answers. After member checking, the researcher proceeded the next step. The results that have been made in this step are that the teacher agrees with the transcripts of the interviews that have been done before and the participants have agreed.

Coding. In this section, the researcher gave codes for the transcripts through the coding in order to mark the important points regarding the research. According to Saldana (2009), coding is intended as a way of getting a word or phrase that determines the existence of prominent psychological facts, capturing the essence of facts, or marking a strongly emerging psychological attribute of a number of languages or visual data sets. Besides, stages performed by researcher in performing coding included preparing raw data into verbatim, compacting facts, probing, gathering similar facts, determining categorization, and narrating.

The first step of coding was preparing the data to be verbatim. Here, the data to be coded was data which has formed words or a series of signs that the researcher has changed in sentence units or other marks that can provide language and visual images. Thus, the researcher transcribed the data into the text based on

the recording of the interview. In addition, the researcher also provided the code for each participant by giving marks using P1, P2 and P3 to make it clearer and easier to understand between one conversation and the other conversations.

The second coding step was the compression of facts. According to Saldana (2009), the compaction of facts aims to obtain psychological facts from the data that have been collected to be sorted "facts separately." Compaction of facts can be taken from all data either from transcripts of interviews, field notes, video, documentation, or other data available. A frequent mistake with beginners in the compacting of facts is not "each-fact," but it is directly interpreted in a short narrative text (Saldana, 2009). In this section, the researcher carried out fact compaction. The researcher did fact compaction by changing informal sentences into formal sentences in accordance with the rules of language writing to be easily understood. The researcher changed the writing of the sentence according to the interview conversation that had been done.

The third step was probing. The researcher used small notes he made in the interview to complete the data. The note used to ask the participants the answers require a clearer explanation so that the researcher added credibility to the analysis. Also, it increasingly showed the uniqueness of research results. In this section, the researcher conducted a return interview with questions that have not been answered clearly with the first interview. So that researcher got clearer results.

The fourth step was collection of similar facts. Collecting similar facts helped the researcher to know whether the data obtained were deep and reflect data triangulation. Also, data were considered sufficient or not, so it was needed

deepening of data. Saldana (2009) asserted that collection of similar facts can be done by referring to individual analysis or group analysis. In this section, the researcher took a copy-paste of compaction facts and interpretations to be included in the table of similar facts. So, the researcher took the same answer from each participant to be included in the table of similar facts.

The fifth step was to determine the categorization. Categorization can be interpreted as the conclusion of the analysis. After the researcher looked at the collection of facts and relationships between facts, the latter was narrated. Here, it took experience and sensitivity for the researcher so that the categorization narration presented a descriptive narrative text that appealed and fascinated the reader. In this section, the researcher collected similar facts obtained into a categorization. The researcher did this so that it could be facilitated in narrating the results of the interviews that had been conducted.