

Chapter Three

Research Methodology

This chapter describes how the researcher conducted and gathered the data. It covers the research design, setting, participant, data gathering technique, data gathering procedure, and data analysis. Research design shows the kind of approach the researcher use in this study. Research setting describes where and when the researcher gathers the data. Research participant explains how the researcher chose the subject of this study. The data collection method explores how the researcher collected the data. Finally, data analysis discusses the steps to analyze the data.

Research Design

The purpose of this study was to explore what types of audio-visual media that teachers used in teaching English and the problems they faced in one of the private high schools in Yogyakarta. The researcher used a qualitative approach for this study because the study was intended to seek deeper information about the audio visual media and the problems accompanying them from the teachers' perspectives. Creswell (as cited in Aulia, 2016, p. 19) stated that qualitative research is done from a small number of individuals to get information in depth. Creswell (2012) also mentioned that qualitative research is suitable to solve the research problems which the researcher does not know the variables and need to discover it.

In addition, the study used a case study in order to examine the phenomenon that is limited by context (Merriam, 1998). The case study aims to get wider knowledge and to develop the existing theory. Thus, this study used a case study as

the research design in order to explain, describe, and understand the phenomenon clearly that appeared in the case of teachers' experiences. In this study, the case was about the experience of two English teachers in using audio-visual media in teaching English at one of the high schools in Yogyakarta in January 2019.

Research Setting

This study took place at one private high school in Yogyakarta. There were some reasons why the researcher chose that school as the research setting. Firstly, English lessons were conducted in that school. Secondly, the school facilities supported the use of audio-visual media during the teaching-learning process. Thirdly, this school had a number of experienced teachers who teach English using audio visual media. It means that the teachers have already had full of experience, information, and knowledge in using audio-visual media to teach students that are appropriate for this study. The last, the researcher had an access to research in that school because the researcher had an internship there. Those became the reasons why the researcher chose this place.

It took approximately six months to conduct this research in order to get maximum, clear, and precise results. During that time the researcher wrote the background on the first chapter and the literature review. Furthermore, the researcher wrote a research methodology to describe the methodology of this research, such as what method used, where and who was involved, what techniques used when retrieving the data, and how the researcher analyzed the data.

Research Participants

The researcher chose two English teachers in a private high school in Yogyakarta who had taught their students using audio-visual media. The researcher used purposive sampling under non-probability sampling. Ball (as cited in Cohen, Manion, & Morrison, 2011, p. 157) stated that purposive sampling is used due to access 'knowledgeable people' such as people who have in-depth knowledge about certain issues, probably because of their work, power, expertise, and experience. As stated in Cohen, Manion, and Morrison (2011), non-probability sampling is often used in a case study research. In this study, the participants were chosen based on specific characteristics. First, the participants must be English teachers at the school. Second, the participants had sufficient experiences in teaching English using audio-visual media in order to find out the information from teachers' experience. The last, the participants were informative people who could discuss, express, and reflect on their opinions, knowledge, and experiences.

The researcher expected two participants to be the participants in this study based on the mentioned characteristics. Nevertheless, after several appointments, one of the two participants which is Jenny had conflicting schedules at that time. Due to that issue, she cannot be observed because the materials she taught were already different from the focus of this study. Thus, there was only one participant who could assist the researcher in making observations for this study. To maintain the participants' identity, pseudonyms are used in this manuscript in which Lily is used to name the first participant, and the other one is Jenny to name the second participant.

Both of the participants are female teachers. By the time the data was selected, for Lily, she has been teaching for 10 years at that private high school since 2009. Then, for Jenny, she has been teaching at the same school as Lily for approximately 17 years since 2002.

The researcher made interview appointment with the participants after choosing them to be the participants. The interview was conducted in the same place but at different times. Lily as the first participant was interviewed at the school library where the researcher collected the data on January 9, 2019, at 1:05 PM. The second participant, Jenny was interviewed at the same place as Lily on January 23, 2019, at 10:50 AM. The researcher also did the second interview with each participant to confirm and add the data for this study. This second interview also included as member checking. Lily was interviewed for the second time at school lobby on January 23, 2019, at 11:35 AM, and Jenny was interviewed for the second time through *Whatsapp* in January 26, 2019, at 3:28 PM.

Data Collection Method

The instruments the researcher used in the study are interview and observation.

Interview. In this study, the researcher conducted individual in-depth interviews with the two participants. Kvale stated that interview is a tool to interchange two or more people view about one topic in human interaction (as cited in Cohen, Manion, & Morrison, 2011, p. 409). The researcher believed that an interview is a suitable instrument for data collection in this study because the

researcher could gather the information more comprehensive, deeper, and longer. The type of interview used in this study is a standardized open-ended interview. Patton (as cited in Cohen et al., 2011, p. 413) explained that the questions already created and the researcher asks the same basic questions to the participants. This interview improved the comparability of participants, but it makes the participants cannot be careless the answers.

Then, the researcher used open-ended items as the construction of schedules in the study. Cohen, Manion, and Morrison (2011) described that open-ended item is flexible, it means that the researcher can dig more information in order to clear up misunderstandings. Then, the question formats the researcher used are indirect and general. Also, Tuckman (as cited in Cohen et al., 2011, p. 417) argued that to make the purpose of questions less obvious, the indirect form is suitable to produce frank and open responses. The researcher used general issues to asked participants to find out how participants respond to issues and got the desired information from the participants. In addition, the response mode used by the researcher was an unstructured response. Tuckman mentioned that this type of response modes allows the participants to give their answers in whatever the way they choose (as cited in Cohen et al., 2011, p. 419).

Observation. In this study, the researcher conducted the observation in order to find out the real practice of the implementation of audio-visual media in teaching English in the classroom. Cohen et al. (2011) defined that observation is a research process that investigator the opportunity to gather "live" data for naturally occurring

social situations like people, events, behaviors, settings, artifacts, and routines. It meant that the observation had to be done to confirm what participants do in the class are the same or different from what they said before in the interview. In addition, observation could be done more than once to see what happens in the classroom directly.

The kind of observation used in the study was highly structured observation. According to Patton, observation is done because the researcher already knows what will find out beforehand (as cited in Cohen et al., 2011, p. 457). The researcher chose this type of observation because researchers knew the purpose of the observation and made the research questions as well as determined what to do in the observation. Based on Mulhall (2002), the researcher selected the field note as an observation schedule in order to conceptualize what happened naturally that had been objectively observed and then explained the phenomenon. In observation, the researcher did not participate in classroom activities. This is called the complete observer in various types of roles of observation. Gold explained that this type describes the observer will completely observe and not participate in any activity in the classroom (as cited in Cohen et al., 2011, p. 457). The researcher had only one opportunity to conduct the observation with one participant which is Lily because the teaching materials were suitable for using audio-visual media. The researcher only conducted the observation in one meeting when Lily taught about the biography of Walt Disney on February 10, 2019, at 11:00 AM.

Data Gathering Procedure

The researcher started to collect the data by designing the interview guideline. After designing an interview guideline, the researcher made an appointment before meeting the participants via Whatsapp application. This app is useful to ensure that each schedule does not interfere and to respect the privacy of each other. The interview was conducted with one participant of each meeting. After having an agreement on the schedule, the participant and researcher met in the school where the study was conducted and also the place where the participants worked or taught. Since the participants are teachers, the interview conducted in the spare time such as break times or after school ends to avoid disrupting school activities. The researcher also would be in class during class time to observe the challenges in class directly.

The researcher used the Indonesian language during the interview because the researcher wanted to prioritize the comfort of each other and would like to avoid miscommunication. For interview and observation, the researcher used an audio recorder, pen, and note. The interviews were done once every participant and the observation were planned to be done in each participant's class. The first interview session with Lily was accomplished in eight minutes, and fourteen minutes with Jenny. The second interview session with Lily was done in seven minutes but it took longer time with Jenny, around three hours. For the observation, unfortunately, the researcher had only one opportunity to conduct the observation with one participant which is Lily. The researcher conducted one observation when Lily taught about the Walt Disney biography on February 10, 2019, at 11:00 AM. The researcher did not

take video but she has field note to write what Lily did in the teaching-learning process at the beginning or during the class and what type of audio-visual media she used to teach students. In addition, the researcher wrote everything that happened during the teaching-learning process in order to know what kind of obstacles that might occur when she use video in the classroom.

Data Analysis

After collecting data using interviews and observation, the researcher used the field note as observation data in order to support the findings. Then, for interview data, the researcher transcribed the interview record. Then the researcher checked the validity of the transcriptions of the data for each participant. Firstly, the researcher transcribed the record of the interview. Hcyner (as cited in Cohen, et al., 2011, p. 429) stated that transcription is not only noting the statement but also non-verbal and paralinguistic communication.

Secondly, after transcribing the data [interview], the researcher did interpretation and marked the answers of the main questions and follow-up questions to know that all of the research questions and the follow-up questions have been answered. The researcher also conducted member checking to explain the accuracy of the interview results. The researcher conducted the probing [member checking] to get more data or clear up misunderstandings (Saldana, 2009, p. 6). The researcher met again with the participants to confirm the participants' answers and make small notes to write new data.

The researcher chose and categorized the data by using coding. Based on Saldana (2009), coding is a way of getting words or phrases that define prominent psychological facts, capturing the essence of facts, or marking the strongly emerging psychological attributes of any number of languages or visual data. Firstly, the researcher conducted the verbatim. Saldana (2009) stated that the result of the whole recording must be transcribed in sentence form as the original results of the interview and observation. Secondly, the researcher reconstructed the sentence of the subject into a better sentence and orderly, so the researcher could better understand its meaning well without changing the actual meaning. Then, the researcher made an interpretation of the reconstructed sentence. The researcher made categorization from similar or non-similar facts to find the key themes. Finally, the researcher made the narration from those key themes.

Trustworthiness

While quantitative research used validity and reliability to ascertain whether the data is valid or not, qualitative research has trustworthiness which has a function to ensure that research is true. Based on Lincoln and Guba, trustworthiness aimed to support the argument that finding inquiry is worth to paying attention to (as cited in Elo, Kääriäinen, Kanste, Polkki, Utirainen, and Kyngäs, 2014, p. 2). Guba and Lincoln also stated that there are five types to develop trustworthiness in qualitative data; credibility, dependability, confirmability, transferability, and authenticity. In this study, credibility was used to maintain trustworthiness. According to Polit and Beck, credibility was referred to the truth of the data or perspective of participants

and their interpretation and representation by the researcher (Cope, 2014, p. 89). In this case, the researcher conducted member checking to re-check the results of interviews and observations to confirm the credibility of the data (Saldana, 2009). The member checking resulted in confirmation of some answers that are less clear from the participants and add new information from previous interviews at the same time. The researcher met Lily again as the first participant at school to do member checking, but the researcher couldn't meet Jenny at school so member checking was done through WhatsApp.

Interpreting Issue

Based on Temple, Bogusia, and Young (2004), translating and interpreting issues can occur because of the lack of a relationship between language and its own meaning in language. It can happen because between one language and another language is wrong in interpreting. This happened in this study, therefore, the researcher used several strategies to avoid mistakes in interpreting the result of the data. The interview of this study used the Indonesian language because among the interviewer and interviewees are Indonesian so that the interview process became easier. To avoid misunderstanding in the interpretation and translation of data into the report, the researcher used the expert's judgment in assisting data translation. The expert here means the supervisor corrects any necessary correction during the supervision. In addition, the translation and interpretation were done at the end of the analyses process so that there were no false data taken into the findings.