

Chapter Three

Research Methodology

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

Research Design

The researcher used the qualitative approach as the research method in order to probe primary school English teachers' perception on the use of Realia as the teaching media. For the reason, the research questions were still the general nature and needed further investigation based on the experiences and opinions of the participants. That way, it was required to do the interview so that the researcher could get detailed information based on the participants' point of views about the use of Realia. According to Raco (2010), this method is a method which inputs the qualitative information of the participants into the data source which could be in the form of an opinion or thought about one thing related to the need of the researcher. Therefore, the researcher believed that by using the qualitative approach, the researcher could gain in-depth information about this research topic, so that it could be suitable to this research.

In addition, the researcher used the qualitative descriptive studies. Qualitative descriptive studies could be a set of activities which described the actual events or circumstances occurred. Moreover, by using this descriptive

qualitative study, the researcher had produced a comprehensive explanation of the phenomenon of using Realia as a teaching media. Lambert (2012) stated that the purpose of qualitative descriptive study is to find out about the summary in a comprehensive manner from a particular incident experienced by someone directly.

Research Setting

This research had been conducted in two primary schools in Yogyakarta. There were school A and school B. As the reason why the researcher chose the schools is, some English teachers at these schools applied the Realia which were familiar with this technique when teaching English especially to the third grade. Besides, the schools were accessible for the researcher to conduct the research because the location is still in Yogyakarta, and the researcher had got the permission to conduct the research in both schools. The researcher had done an internship at the school A which made the researcher feel quite familiar with the school and the teachers. Also, the researcher chose school B because that school provided a facility which supported the teachers to do the learning process using the visual media Realia. Thus, conducting the research at those two schools could help the researcher to choose the participants to obtain the data for this research.

Additionally, the researcher conducted this research in April 2019. To conduct the research, the researcher needed one and a half months to gather and analyze the data. For the reason, the researcher spent around one and half a months to gather and analyze the data because the researcher only have three participants, thus the researcher does not need to take a long time to do that.

Research Participants

In this study, the researcher applied Purposive sampling. Cohen, Manion and Morrison (2011) stated that purposive sampling is one of the qualitative research features in which researchers choose their own cases to be included in the sample based on the characteristics sought by the researcher so that researchers can get satisfactory answers regarding the specific needs of the researchers. The use of Purposive Sampling facilitated the researcher in searching for specific data because the data were based on the required characteristics, and those had been established by researcher. Besides, the purposive Sampling also targeted the people who had the characteristics set by the researcher based on the examined cases which became the informants for the researcher when performing the data collection method. According to Creswell (2012), in the qualitative research, the number of the participants is undetermined, and as long as the data gathered has answered the research question, the least number of participants are sufficient.

The researcher set three criteria to be the research participants. For the first criterion, the participants should be familiar and should have used Realia in the teaching and learning process. Also, the participants should have had a teaching experience of more than one year because the participants with a teaching experience of at least one year should have experienced using Realia in the classroom. Besides, the participants should be English teachers. School A had four English teachers, and school B had one English teacher. Thus, there were five English teachers at those two schools, but the researcher only chose three of them

to be the participants of this research. For the reason, there were only three English teachers who fulfilled the criterias which had been set by the researcher. Hence, the researcher also used pseudonym in this study to mention these three participants to keep the participants' privacy, namely Dinda as the first participant, Aisyah as the second participant, and Beta as the third participant. Allen and Wiles (2016) stated that a pseudonym is an unreal name which is often used by a researcher or writer to personally keep the participants' privacy.

Figure 2. Participants Identity

No.	Participants Name	Schools Name	Gendre	Length of Teach	Job Position
1.	Dinda	School A	Female	2 years	Teacher
2.	Aisyah	School A	Female	3,5 years	Teacher
3.	Beta	School B	Female	1,5 years	Teacher

Data Collection Technique

This study aimed to investigate teachers' perception on the use of Realia during the English language learning process. The researcher used in-depth interview to gain the specific data from the participants. According to Showkat (2017), in-depth interview is a face-to-face interview with a quite long duration, and it is done in order to achieve the objectives desired by the researcher. Besides, in-depth interview eased the researcher to gather the information in detail based on the participants' opinion about the use of Realia as teaching media.

The researcher applied open-ended questions. According to Cohen, et al (2011), open-ended question will help researchers to collect data because researchers can gain in-depth or detail data when conducting interviews with this method. Besides, the questions were about the benefits of using Realia, the challenges of using Realia, and the strategies to overcome the challenges based on the Primary school English teachers' perception. So, it facilitated the researcher to do the data analysis and gaining the specific information about those research question.

Moreover, the researcher also used direct question for the question format of this research, because the researcher wants to attain detailed answer. Cohen, Manion, and Morrison (2011) stated that direct question allows the participant to give the appropriate answer. Unstructured responses was the mode responses of this research, because it helped the participants to answer the question freely or whatever way they chose (Cohen, Manion, and Morrison, 2011).

Data Collection Procedure

There were several steps which the researcher did before interviewing the participants. Firstly, the researcher contacted the participant and asked for their willingness to become participants of in this research. Then, after participants accepted the researcher's request, the researcher set a schedule for the interview. Besides, the researcher interviewed the participants after the school hours had completed. This interview was conducted at the place where the participants worked. To conduct the interview, the researcher made interview guidelines and

used the Indonesian language during the interview to ease communication between the researcher and the participants to avoid misunderstanding between the questions and the given answers.

Before doing the interview, the researcher prepared several equipment to support the interview session, such as audio recorder from a Smartphone and the print-out of the interview guideline. The researcher used the recorder application aimed to record the results of the interview process and facilitate the researcher to verbatim copied of the data in detail in accordance to what the participants had said. Meanwhile, the interview guideline acted as a tool for the participants to understand in advance towards the questions inquired by the researcher. Besides, it could facilitate the participants to prepare in conducting the research. In this case, there were some questions which were poorly understood by participants, hence in need of clarification from the researcher, so the researcher would need to clarify what had been articulated in the guidelines. The aim was to avoid any miscommunication during the interview. Therefore, the interview was implemented in April 15-22, 2019, and took 15 minutes for each participant.

Data Analysis

Data analysis was the last topic in this discussion of chapter three. After collecting the data from the interview, the researcher analyzed the data. Analyzing the data was intended to identify and find out the answers regarding the research questions. There were some steps in data analysis, namely transcribing the data,

member checking, and coding. For more detailed information, each step of data analysis is explained in the following paragraphs.

Transcribing the data. After doing the interview and recording the interview process, the researcher reviewed the data and transcribed all the data into written form. In transcribing the data, the researcher transcribed the interview recording from audio into text and wrote down the results of the interview from every participant's words, phrases, and sentences. According to Creswell (2012), the transcription is the process of converting audiotape recordings or field notes into text data. Besides, he explained that transcribing the result of interview is the procedure of translating recording or field notes into the form of text data. Also, transcribing is a crucial step of interviewing because it checks the participants' language, answers, and situation. Therefore, the researcher transcribed the data into Indonesian language just the same as the interview which was recorded, and then called as verbatim data.

Member checking. To find out about the validity after transcribing the data, the researcher necessarily did a member checking. A member checking is a process of confirming the data transcribed in which the data transcript was shown to the participants, and the participants checked the transcription (Creswell, 2012). Besides, the researcher did the member checking to keep the trustworthiness of the data. In doing member checking, the researcher sent the transcript to the participants and asked them about the transcript whether the transcript was completely correct or not. Besides, Birt, Scott, Cavers, Campbell, and Walter (2016) said that to test validity, member checking is a particular technique to

ensure the credibility and trustworthiness of the result of the data from the participants, and whether or not the data is accurate. In member checking, the results were agreed by all participants, so there were no changes on the result of the interview. According to Creswell (2012), the validity of member checking is a demonstration to measure and confirm the transcript to the participants, so it can be accurate and clear. Besides, the researcher ensured the validity of the data by checking the transcript of the interview for any mistakes, wrong typing, and lost data. Thus, member checking was used to make sure that all transcripts were the participants' pure statements without the manipulation of the researcher. After that, the researcher continued to another step of data analysis, coding.

Coding. The last step of data analysis was coding. According to Saldana as cited in Mahpur (2017), coding is a way to get the essence of the fact from the results of the interview. The data can be either a transcript of the interview, recording of field observations, researchers' email correspondence, and others. Besides, Saldana (2009) stated that there are several steps in coding, namely compacting the facts, gathering similar facts, determining the categorization, deciding categorization, and building concept and narration. Therefore, for each detailed explanation, each part of coding is explained in the following paragraphs in detail.

Compacting facts. The first step of coding was compacting facts. After the researcher transcribed the interview result and did the member checking to the participants, the next step was compacting the facts. According to Saldana as cited in Mahpur (2017), compaction of facts is to reorganize the sentences to

become the subject of an efficient sentence which eases the researchers to understand the utterance on this subject. Besides, the researcher took the point of each sentence from each participant which answered the research question without changing the meaning of the sentences. Also, the researcher had coded each statement from the participants as P1.1.1 or First Participants. The first Statement. The first RQ.

Gathering similar facts. After compacting the facts, the researcher composed some similar statement from the participants by grouping each statement into the table, and the researcher gave a theme from each statement which had been grouped. Besides, gathering similar facts was done after the researcher had done data interpretation. Gathering similar facts was collecting the same answer points from different participants' answers. This step was done to facilitate the researcher to categorize the data. Besides, the collection of similar facts focused on some of the same answers from the previously made interpretations. The answers of all participants who had similarities had to be made into one point in order to limit the answers of participants.

Determining the categorization. Determining the categorization was grouping some of the same answers which had been obtained from the collection of similar facts. In determining the categorization, the same answers in collecting similar facts should be one group. In this section, the researcher was suggested to be more thorough and careful in grouping similar facts. In regards to the statement mentioned, if the researcher was not careful and cautious in categorizing similar

facts, researchers could find the difficult data in order to find answers from the research questions made.

Bulding the concept and narration. The last of coding step was building the concept and narration. The narration and concept were made from the categorization. Besides, the narration and the concept were defined as forming the result of data processing into a clear narration. Besides, the researcher had categorized the most important problem of the research. In addition, the researcher created the narration based on the mapping of the results of the categorization. In this step, the researcher has reported the results of the research in the form of a narration of text.