

Chapter Three

Methodology

This chapter discusses the methodology used by the researcher in this study. Besides, this chapter explores how to conduct and collect the research data. There are research design, research setting, research participant, data collection method, and data analysis. Several theories are also included in this chapter to support the methodology in this study.

Research Design

This research employed a qualitative research. Qualitative research was suitable for this research since it investigated the pre-service teachers' perceptions about their teaching method choices. Creswell (2012) stated that qualitative research is appropriate to identify research participants' opinion, belief, or even perception. Besides, the qualitative research can ease the researcher to identify the participants' perception. Because this study discussed about students' perceptions, the researcher used qualitative research to conduct the research.

The researcher applied the descriptive qualitative design for this study. Creswell (2012) asserted that through description, it will give detailed representation setting, people, place, and events. That way, using descriptive qualitative design could expound obviously about the setting, belief, people, perception, and place in the research being conducted in detail. Therefore, this research adopted descriptive qualitative design to explain the research. Besides, Helen (1993) asserted that the research design is generally categorized into one of four groups depending on the purpose of the research such as descriptive, correlational, quasi-experimental or experimental design. Using the descriptive design, the researcher wanted to find out the students' perceptions on

teaching practice. Also, the researcher needed the information from the participants' experiences in teaching practice at school. According to Helen (1993), the research design is a blueprint or plan specifically created to answer the research question and to control variance.

Research Setting

This study was conducted at ELED of a private university in Yogyakarta. The researcher used ELED of a private university in Yogyakarta as the research setting because it provided the teaching practice program called as internship program. Besides, the study needed the students' experience in teaching practice in order to know their perceptions in teaching. In this study, the researcher needed two months to gather the data. Therefore, this research was conducted on Augustus-September 2018 when the students of the private university in Yogyakarta had been active in doing the college activity based on the academic calendar.

Research Participants

The researcher used the purposive sampling technique for this research. Purposive sampling is a sampling technique that does not use to pick the participants randomly. Cohen, Manion, and Morrison (2011) said that the letter is a non-probability sample also known as a purposive sampling, and some members will be excluded and others definitely included that every member of the population does not have an equal chance of being included in the sample. Non-random sampling (purposive sampling) technique does not need fundamental theories or a number of participants. Thus, the researcher decided to choose the participants which were appropriate with the aim of the research to answer the research questions.

The researcher needed four students who had experienced in teaching practice. Also, the participants had finished the internship in primary school, junior high school, and senior high school. After using the purposive sampling, the researcher got the ELED students batch of 2014. Besides, those students had finished the teaching practice program and the experiences in the teaching practice especially the teaching method. The reason why the researcher chose ELED students batch 2014 because those students had been the pre-service teachers who had the knowledge of teaching. Also, their experiences were appropriate for this research including on how to choose methods and apply them in teaching context.

Data Collection Method

This study aimed to investigate pre-service teachers' perceptions about their teaching method choices. The data were collected via semi-structured interview. Cohen, Manion, and Morrison (2011) stated that the interview is a flexible tool for data collection, enabling multi-sensory channels to be used in verbal, non-verbal, spoken, and heard. The interview method was used in this study because this research was to find out the perception and needed detailed responses from the participants. The one-on-one interview was employed for this interview. Creswell (2012) described that one-on-one interview was an ideal way for interviewing participants who are not hesitant to speak, who are articulate, and who can share idea comfortably.

The researcher chose the participants via chat group of ELED students' batch 2014 and asked them about who had finished the internship at Elementary school, Junior high school, and High school. After getting the responses from the ELED students' batch 2014, the researcher messaged them in personal chat through WhatsApp to ask about their willingness to be the participants for this research and make a

schedule to meet between researcher and participants for the interview stage. Then, the researcher interviewed the participants one by one with the schedule which had been made before. Besides, the researcher used Indonesia language to conduct the interview because not all participants can understand English well. By using Indonesia language, the data obtained could be clear because the participants were able to answer the questions freely. Therefore, the interview took about ten to fifteen minutes per each participant of the research.

In addition, this study used standardized open-ended interview to help the researcher to complete and collect the data. According to Patton as cited in Cohen, Manion, and Morrison (2011), the questions of this open-ended interview type have been sorted and determined in advance. Also, the researcher asks all interviewees the same basic questions in the same order. The researcher provides a form of questions for the respondents to answer, but the researcher refrains from the influencing of participants' answers and expressions. Manion, and Morrison (2011) stated that open-ended questions have a number of flexible advantages which allow the interviewer to probe, may go into more depth or to clear up any understandings, enable the interviewer to test the participants' knowledge, encourage cooperation, help to establish the rapport, and allow the interviewer to assess what the participants' believes.

In addition, the question format of this study used indirect question. Tuckman (1972) asserted that using indirect question makes the purpose of questions less obvious and more likely to produce honest and open responses. Besides, this study investigated the students' perceptions. Hence, using indirect questions could be able to get more honest answers from the participants.

Additionally, the researcher had the interview guideline which was about the guidance of the questions in the interview process and guideline to conduct the research interview. The interview guideline is a list of topics or questions which the interviewer hoped to cover during the course of an interview. Likewise, the interview is called as a guideline because it is simple to be used to guide the interviewer, but it is not set in stone. According to Silverman (2013) “Usually the interviewer will have a prepared set of questions but these are only used as a guide, and departures from the guidelines are not seen as a problem but are often encouraged.” Besides, the interview guideline should outline the issues which a researcher feels to be important. Also, the participants are asked to provide answers in their own words, raise point which they believe as important idea. However, each interview is likely to flow a little differently.

Moreover, the interview is particularly useful for getting the story behind participants’ experiences. The interviewee can pursue in-depth information around topic. Interviews may be useful as follow-up to certain participants to the research questions to further investigate their responses. That way, the open-ended question was asked during interviews. Before researcher started designing the interview questions, the researcher articulated on what problems or need to be addressed using the information gathered by interviews was. Regarding the statement mentioned, it could help the researcher to keep clear focus on the intent of each question of the research during the interview. The preparation of researcher in the interview was to explain the purpose of the interview, ask the participants if they had any questions before started with the interview, and ask for permission to record the interview, and take notes. Therefore, the interview was appropriate to this research to collect the data from the participants.

Data Analysis

After collecting the data through the interview, the next step was analyzing the data from the participants. Analyzing the data intended to identify and find out the answers regarding the research questions. There were some stages in data analysis namely transcribing the data, member checking, and coding the data. Hence, each stage of the data analysis is explained in the following paragraphs.

Transcribing. The first step of data analysis was transcribing the result of the interview from every participant's words, phrases, and sentences. Creswell (2012) maintained that transcribing the result of interview is the procedure of translating recording or field notes into the form text data. Besides, transcribing is a process data analysis where the researchers represent the translation from oral form into written language form. Additionally, he also mentioned that audio recorded interviews were transcribed verbatim. According to Cohen, Manion, and Morrison (2011), the transcript can become an opaque screen between the researcher and the original live interview situation. Likewise, the researcher used a recorder in order to record the process of interviewing. Words, phrases, and sentences spoken by participants were completely transcribed. Then the researcher transcribed the result of the interview. In addition, Cohen, et al. (2011) said that transcribing is a procedure done to represent the oral or interpersonal system written language system and involves the changing audio of an interview into narrations. Additionally, the researcher used a pseudonym such as Abdi, Badriah, Clara, and Donita because the researcher intended to keep personal information of the participants. Besides, Allen and Wiles (2016) asserted that a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy.

Member checking. After transcribing the data, the second step of the data analysis was testing the validity using member checking used to ensure the interview results. Birt, Scott, Cavers, Campbell, and Walter (2016) said that testing validity or member checking is a particular technique to find out the credibility and trustworthiness of a result of the data from the participants whether it is accurate or not. According to Cohen, et al. (2011), data validity can be achieved by carefully auditing trails of evidence or member checking validation. Also, member checking is a follow up of the participants' answers, and the researchers should ask the participants the unclear information in order to prevent misunderstanding answers from the participants. The researcher checked the data after transcribing them line by line based on the questions of this research. Then, the researcher gave the transcription of interview to each participant and asked them for the unclear information towards the interview. Therefore, after being confirmed by the participants related to the interview transcription, the researcher fixed the errors or misunderstanding results on the transcription of interview based on the participants' confirmation. Also, there were no any other additions for the answers of the interview.

Coding. The last step of data analysis was coding. Coding is the process of creating and categorizing text to form details and broad themes in the data (Creswell, 2007). Besides, Saldana (2009) mentioned that coding is a word or a short phrase which gives a bold sign or code based on the language and visual data. Those data consist of interview transcript, observation notes, journal, documents, artifacts, photographs, videos, websites, and correspondence. Therefore, code is a transition process between data collection and wider data analysis. The statement mentioned was in line with Creswell (2012) who said "coding is the process of segmenting and labeling

the text to form description and broad themes in the data” (p.243). In addition, Cohen, Manion, and Morison (2011) mentioned that there were four steps in doing coding such as open coding, analytical coding, axial coding, and selective coding. Hence, for more detailed information each coding step is explained in the following paragraphs.

Open coding. The first step of coding was open coding. Open coding is a process to code important answer from the participants. Cohen, et al. (2011) asserted that open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph. Besides, they also stated that open coding is a procedure to describe and categorize the transcription data through matching a simple label or initial to a piece of text. The simple new label aims to describe the data transcription from the participants’ answers. According to Strauss and Corbin (1990), an open code gives a new label which the researcher attaches to a piece of text to describe and categorize the text. Also, the code used can be either numbers or letters. For example, P.1.1 is a code of sentence which answers the research questions. The P word was the participant, number 1 is the first research question, and another number 1 is the sequence number of the answer related to the research question based on the participants’ answers from the interview dialogue or conversation.

Analytical coding. After doing the open coding, the researcher did the analytical coding. This step was how the labels from open coding were changed to be theme. Also, the researcher selected data to make as much code as possible which could be suitable to the axial coding. Cohen, et al. (2011) mentioned that in analytical coding, group of the descriptive code should be explained deeper and becomes more interpretive. Besides, the researcher gave a descriptive code to each key sentence in each sentence.

Additionally, Cohen, et al. (2011) also stated that analytical code is more than descriptive coding, and it becomes more interpretive.

Axial coding. The third step of coding was axial coding. In axial coding, the researcher classified the similar meaning of the label. Cohen, et al. (2011) maintained “Axial coding is a category label ascribed to a group of open codes whose referents were similar meaning” (p.561). In axial coding the researcher looked for some words with the similar meaning and grouping for each similar meaning. Besides, axial coding is a step to categorize labels with similar meanings (Cohen, et al., 2011). In this step, the researcher chose the results of the open coding which had the same meaning and theme group. Also, the researcher searched for some words which had similar meaning. In axial coding, the researcher grouped each similar meaning.

Selective coding. The last step of coding was selective coding. According to Cohen, et al., (2011), selective coding identifies point category and collected them to the related theories. Selective coding explores whether the data from axial coding is appropriate to answer the research questions or not. According to Strauss and Corbin (1990), a selective code is similar to an axial code, but this selective code is better to select the categories of text data than an axial code. The researcher looked into axial coding and selected the categories which one was appropriate to be used in selective coding. For example, the researcher summarized the sentences in axial coding and turned them into better sentences to be more appropriate to be used in selective coding and answer provided research question. Then, the researcher also connected the results of the interviews with the appropriate and existing theories. After conducting the coding in data analysis, the researcher reported the data by explaining in the form of paragraphs to answer the research questions in finding and discussion especially in the chapter four.