

Chapter Three

Research Methodology

This chapter discusses how the research was conducted and how the data was gathered. There are six important points in this chapter. It identifies the research design; research setting; research participants; data gathering technique; data gathering procedure and data analysis.

Research Design

In this research, the researcher used a qualitative research method. The researcher chose the qualitative method because the purpose of the study was explored and find out about the pre-service teachers' strategies in increasing students' interest and also the challenges they faced in implementing the strategies, in which the main purpose was explored the participants' views deeply. According to Cresswell (2012), who stated that qualitative research is best suited to the research problem where there are unknown variables and the need to explore. Thus, the process or gathering data was exploring the participants' view about the research problem. Cresswell (2012) also said that qualitative research relies more on participants' view even though the researcher needs to mention the literature review to justify the need for the study. Therefore, the qualitative research method was used in this study because the purpose of the study is to find out and explore more on the participants' view on their strategies in increasing students' interest and also the challenges they faced in implementing the strategies.

The research design under the qualitative research method that was used by the researcher is descriptive qualitative research. This is used because the purpose of qualitative descriptive research is to create comprehensive summarization, in every term, of specific events experienced by the individuals or groups of individuals (Merriam, 1998). Therefore this is best suited to the purpose of this study that aimed at exploring the participants' experience in teaching on the Internship program, which especially underline their strategies in engaging the learners' interest in English classroom learning and the challenges they faced in implementing the strategies.

Research Setting

The research was conducted on English Language Education Department at one private Islamic University in Yogyakarta because this department has the Internship Program, which is the purpose of this study. Moreover, this department was selected because the research problem explored the pre-service teachers' strategies in teaching practices during the Internship Program. Thus, the researcher was interested in exploring the data and conducting the research at the English education department.

The researcher managed the time allocation to conduct the research in a period of about two months. The first month was used to collect the data using an interview. Then, the researcher also rechecked the result of the interview to the participant, in order to make sure whether or not the data is correct; this was also conducted in the first month. Furthermore, the second month was used to analyze the data after all data is well corrected and reported.

Research Participants

The participants of this study were the students of English Language Education Department batch 2015 at one private Islamic University in Yogyakarta. The reason why the researcher chose the students batch 2015 because they have experienced and have background knowledge in the Internship Program that relates to the research problem of this study. The participants include four students that were selected from one class of batch 2015. Four students were selected because it could enrich the data collection. The sampling technique that is used in this study was non-probability samples, in which the chances of members of the wider population being selected for the sample are unknown (Cohen, L., Manion, L., & Morrison, K., 2011). Thus the researcher chooses purposive sampling technique under the non-probability samples. This sampling technique is chosen because the purpose of this technique to pick up the participant based on their typicality or possession of particular characteristics being sought (Cohen et al., 2011).

The researcher selected four participants of this research because they had specific criteria. They were the students of English Language Education Department batch 2015 who had passed the six semesters of Internship Program. Besides, they had experienced to conduct the teaching practices in real situations especially in the internship program such as classroom teaching or teaching demo. All participants were female, and they were selected in one class of four classes of ELED students' batch 2015. They were also selected by the researcher's view of their performance during their college study. In addition, the researcher assumed that they had good

ability and wider knowledge during the teaching and learning practice especially in internship program. Thus, four participants were selected owing to the fact that the researcher was at the same class with them, so the researcher had known their ability during the college study.

Data Gathering Technique

The researcher chose the interview as the data-gathering technique. The interview was selected because the aim of this research was explored and find out about the teaching strategies and challenges in depth. Thus, the interview was suitable to this research, as in line as Tuckman (1972) as cited in Cohen et al. (2011) who stated that the purpose of interview is measure the person's knowledge or information; what a person values and preferences and what a person thinks and beliefs. Firstly, the type of interview that the researcher used in this study was standardized open-ended interviews. This type was chosen because this study provided the research topic and research questions. Thus the research questions was branched into several interview questions. This type of interview also enabled the researcher to arrange the question in order, so that the participants were asked the questions in the same order.

The question that delivered in the same order is important. Thus, Oppenheim (1992: 86) as cited in Cohen et al. (2011) standardized question in interviews should refer to equivalent stimulus (e.g. every respondent should understand the questions in the same way). Thus, this will increase the comparability of responses (Patton, 1980:206) as cited in (Cohen et al., 2011).

The construction of schedules that the researcher used in this study was open-ended items. This type supplies a frame of participants' answer but put minimum restraint on the solution and their expression Kerlinger (1970), as cited in (Cohen et al., 2011). This type was chosen because it allows the researcher to go into more depth when the researcher starts to narrow the questions.

The indirect question format was used in designing the interview guideline of this study. Thus, indirect approach was more likely to produce open responses Tuckman (1972) as cited in Cohen et al. (2011) also allow the researcher to explore the wider knowledge of the participants.

The researcher used unstructured response mode in this study. According to Tuckman (1972) as cited in Cohen et al. (2011) this type of response was chosen because it allows the participants to answer the questions in whatever way they want. Yet, the researcher still has to control the participants' answer so that they do not go over the context of the questions.

Data Gathering Procedure

The first step was chose the place of data gathering, which was at one private Islamic university in Yogyakarta. The second step was chose the participants that have that characteristics which qualify to contribute to this study. The participants were four students that have been selected from the English education department batch 2015. The third step was scheduled the interview process. The researcher

arranged the time and the place to do the interview. The fourth step was the process of interview.

The interview method was used as the data instrument. The researcher was contact the participants electronically and arranged the schedule to meet up and conduct the process of gathering the data. The interview session was done when the researcher and the participants set up the schedule, which was conducted in the participants' campus. The researcher chose to use Bahasa Indonesia during the interview because this allows both the researcher and participants to communicate and understand each other well during the interview. In addition, it was also allows the researcher and participants to be more relaxed and clarify the statements during the interview session. The researcher used some tools during the interview, including: notebook, pen and audio recording. For each interview, it is approximately done in ten or fifteen minutes.

Data Analysis

The first step after conducting the interview was transcribing the result of the audio recording of the interview. According to Mahpur, M. (2017), data transcription was the audio recording of the interview that has been transcribed into complete sentences which could give a description of the language; the transcription output was in the form of written data. In the data transcription, there were pseudonyms for the four participants, including Anne, Brianna, Carol and Diane. They were all female.

Those pseudonyms were used to keep the participants' confidentiality in participating to this study.

In the interview, the validity or member checking was used by the researcher in order to check whether or not the result of the interview is valid. This is related to Lincoln and Guba (1985) as cited in Cohen et al. (2011) that member checking was the confirmation by the participants when coding or categorizing the result. The researcher checked the validity of the result by recalling or contacting the participants again. This step allowed the researcher to check the interview transcription to the participants of this study. The researcher asked the participants about the transcription whether or not there are any missing words; whether or not the transcription is truly the participants' statement. Furthermore, the member checking was conducted after the researcher was done with the transcription from the audio recording. All the participants have confirmed that the data transcription was correct and there were no changes needed.

There were several steps in analyzing the data. According to Mahpur, M. (2017), firstly, the researcher transcribed the audio recording from the interview into a form of text known as verbatim. Secondly, the researcher did the member checking in order to check whether the transcription of the interview is correct or not. The researcher did the member checking by contacting the participants. Furthermore, the researcher then sent the transcription result and asked them if there were some mistakes of reporting. Secondly, the next step, coding, the researcher was to create new labels that attach to a piece of text to describe and categorize that piece of text Strauss

& Corbin (1990) as cited from (Cohen et al., 2011). In this step, the researcher gave the label to the result of the interview; this data was in a text format that has been transcribed from audio data. The fourth step was interpretation of the coding, which allowed the researcher to interpret the coding into the researcher's assumption or understanding. The fifth step was categorization, which was the step where the researcher categorize the interpretation into several categories. Several interpretations that have the same category were gathered in one category. The last step was making the narration of the result. The narration was made by how much finding has been derived from the result. The findings must answer the research question.