

## **Chapter Three**

### **Methodology**

This chapter points out the approach adopted by this study. It also explains the setting of place and how long the researcher conducts the research in research setting. Every component involved in doing this research will also be explained in the research participants. Sampling techniques used for the interview and observation will be explained in data gathering technique and its procedures for collecting the data. Lastly, this chapter provides a detailed explanation of the data analysis.

#### **Research Design**

The main research approach adopted in this study was qualitative. The researcher used qualitative methods because this research sought to find strategies used by teacher volunteers based on their experiences. It needed a deeper understanding of the volunteer strategies in teaching English. Thus, the researcher needed to learn more about the phenomena from the participants. Creswell (2012) said that “qualitative research is best suited to address a research problem in which you do not know the variables and need to explore” (p.16).

To specify the approach, this research used qualitative descriptive as a research design. The existence of English language teaching program for the development of the village encouraged the researcher to discover the nature of the specific event. Merriam (1998) noted that qualitative descriptive aims to summarize certain events experienced by individuals or groups comprehensively in everyday terms. The researcher used descriptive qualitative because the

researcher wanted to study their research as far as possible in a natural state. According to Marriam (1998), qualitative descriptive studies demands a commitment to learning something in a natural state as far as possible and tend to draw from a naturalistic inquiry.

### **Research Setting**

The research was conducted in one of tourism villages in Kulon Progo, Yogyakarta. The place was chosen because there was an English learning program implemented by a community in Kulon Progo. Therefore, the program created a language and tourism village that involved residents to learn English as preparation for the tourism village. In addition, the researcher was a volunteer of the community that organized English language learning in that village. Thus, the researcher knew the uniqueness of the program to facilitate data retrieval.

Furthermore, the English learning program was conducted within one year from December 2017 to December 2018. The researcher took approximately 6 months in conducting the whole of the research since writing the background, processing the data until obtaining the answers from research questions.

### **Research Participants**

In this study, sampling technique used by the researcher was purposive sampling. This technique was used because the researcher wanted to access participants who had in-depth knowledge of an issue or program based on their experience. According to Ball, purposive sampling is used to know people who have in-depth knowledge of an issue, either from their background, power, network, or experience (as cited in Cohen, Manion, & Morrison, 2011, p. 157).

The researcher selected two teacher volunteers to become participants for this research because they were the most often volunteers who taught in the village. Also, they had in-depth knowledge of the program because the participants were the team formed for the development of the language and tourism village. The first participant was a male aged 35 years. He graduated from State College of Accountancy in accounting department, but he worked as a translator. He had joined this program for approximately one year. Then, the second participant was a female who was 23 years old. She graduated from English literature who now worked as a tutoring teacher. She had also joined this program for about a year. Pseudonym was used in order to keep participants' confidentiality: Ray for the first participant and Bunga for the second participant.

### **Research Instrument**

Firstly, interview was used as an instrument for data collection. The researcher chose standardized open-ended interview. Thus, questions were more organized and had complete data for each topic discussed in the interview. Besides, participants would have open-ended questions that enriched the interviewer's knowledge of the issue being discussed. Open-ended questions provide an opportunity for the researcher to investigate more deeply or to clear up misunderstandings (Cohen, Manion, & Morrison, 2011). Furthermore, the participants might answer in unstructured response so they could answer questions in whatever way they chose. Furthermore, the researcher prepared means such as an interview guideline, a pen, a notebook, and a recorder on a mobile phone. In

addition, time allocation for each participant was around 20-30 minutes in the interview process.

Secondly, observation was used for the second instrument to confirm the interviewees' answer regarding their teaching strategies and to triangulate the data. The researcher used highly structured observation because the observer focused on certain issues. Also, the purpose and the research questions were determined in advanced. Research by Cohen et al. (2011) revealed that highly structured observation has its observation categories and allow the researcher to investigate certain issues before doing observation (i.e. pre-ordinate observation).

In this case, the observer made some judgments about the strategies that teacher volunteers use in teaching speaking adopted by Cohen et al. (2011). Then, items from the strategy were taken from the literature review that had been discussed. Also, the items were from participants answer from the interview. The answer was modified into two categories; present and not present. Moreover, the researcher also added a note sheet after observation categories. It would prove and explored the strategies used by volunteers. The role of the researcher was a pure observer who only observes without participating in the event. Gold noted that someone who observes something without being part of any group is overt or covert observation (as cited in Cohen, Manion, & Morrison, 2011, p. 457).

The researcher observed the teaching strategies that teacher volunteers used during teaching and learning and whether there were some teaching strategies used by teacher volunteers based on the literature discussed such as; asking for clarification, asking someone to repeat something, using fillers, using

conversation, getting someone's attention, using paraphrases for structures one cannot produce, appealing for assistance from the interlocutor, using formulaic, using mime and nonverbal expressions, circumlocution, code-switching, communicative activities, drilling, discussion, presentation, role-play, games, brainstorming, and interaction strategy.

### **Data Gathering Procedure**

In this case, the researcher explained several steps related to data gathering procedure. Firstly, the researcher prepared the instrument which was interview guideline. Secondly, the researcher contacted the participants through WhatsApp messenger thus the researcher could ask permission and willingness in gathering data. Then, the researcher and the participants did the interview. The researcher gave an explanation of the concept of research so that the participants had a clear description at the beginning of the meeting. The interview conducted at community institutions that organized language and tourism village programs. The researcher used Indonesian language to ask questions in the interview. It aimed to gain a clear understanding during the interview process. Moreover, the researcher and participants were Indonesians so that the researcher could get more in-depth and accurate information. In the first interview session, Ray took approximately 26 minutes for the time allocation. While Bunga took 13 minutes for the second interview session.

The observation conducted in the village especially residents' home who were used for learning English. The researcher provided observation categories, pen, and notebook. Then, the researcher made some judgment based on present or

not present in the observation categories. Observation was done once because the researcher already knew what would be observed based on the interview that had been done in the beginning. The time of each observation was around 80-90 minutes. This referred to how long the volunteers taught English in the village.

### **Data Analysis**

This section describes the steps that transcribe the interview and observation result, proves the validity of the data, and analyses the data. Firstly, the researcher transcribed the interview recording from each participant. All matters relating to words, phrases, sentences, and also filler must be transcribed by the researcher. Hycner stated that transcribing interview results is taking literal questions as well as paralinguistic and non-verbal communication (as cited in Cohen, Manion, & Morrison, 2011, p. 429). Moreover, a pseudonym was used for each participant; Ray for the first participant and Bunga for the second participant.

Secondly, the researcher conducted member checking to clarify the interview results to ensure the accuracy of the data; there was no manipulation in the study. According to Varpio, Ajjawi, Monrouxe, O'brien, and Rees (2017), member checking involves researcher presenting data transcripts or interpretation of data to participants to comment and can also be referred to as feedback informants, respondent validation, member validation, or dependability checking. This was done to get cross-check data so that the researcher obtained more in-depth data which was needed for qualitative research. The researcher did member checking through WhatsApp to confirm the participants' answer and to ask the example of role-play activities. The second participants provided additional

explanation related to role-play. Bunga said that students had to prepare the script and one of the activities was acting like a tourist.

Furthermore, the researcher carried out several steps in analyzing data (coding). According to Saldana (2009), coding is a way of getting a word or phrase that determines the existence of prominent psychological facts, the essence of facts, or marks something that appears strongly from a number of languages or visual data sets. The first steps in doing the coding are verbatim; transcribing audio interviews and observation notes into text. Then, the researcher needs to reconstruct the subject sentence into a well-ordered sentence without changing the actual meaning. The third is interpretation which makes the core phrase of a well-ordered sentence. The last one is dividing categorization which collects similar or non-similar facts to find key themes as materials for narrating the data.

For the observation, firstly, the researcher reviewed the observation categories that were present during observation. Secondly, the researcher reported anything that was found in observation notes starting from the volunteer open the class until close the class. The last one was to match the results from interview to support the interview answer.