

Chapter Three

Research Methodology

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

Research Design

The research was conducted using qualitative research. According to Creswell (2012) qualitative is one of the data analysis methods to describe the detailed information of a phenomenon in daily life. Thus, Williams (2007) stated that “qualitative researchers are primarily concerned with the development of description of an observed phenomenon to generate solid theory as an outcome, or the product of the research” (p.14). The qualitative design was chosen because it was to explore about the strategy implemented by student teachers, and there was no variable in this research. Creswell (2012) added that qualitative research is mainly about collecting and examining verbal data; it is known to be essential in helping student teachers to gain a deeper knowledge of teaching writing. There are several important elements that the researcher must understand, which is that qualitative approach aims to explore people's experiences, opinions and feelings in a more in-depth manner.

The study used descriptive design. Merriam (1998) stated that “descriptive qualitative research is a comprehensive summarization, in everyday terms of specific events experienced by individuals or group of individuals” (p.255). The researcher

focused on the experiences from the participants' perspective. The researcher used descriptive qualitative, because it describes the data about the teachers strategy in teaching writing.

Research Setting

Setting of place. The research took place at private Islamic university in Yogyakarta. There are two reasons why the researcher chooses that department as the research setting. First, this department has the Internship Program which was the purpose of this study. Second, the department was selected because the research problem was to explore the student teachers strategies in teaching writing at private Islamic Senior High School in Yogyakarta, so the researcher have a good chance to collect the data. The researcher was interested to explore the data of the research at that department.

Setting of time. The research was conducted in March 2019. The researcher had approximately one month to conduct the research. The student teacher had the teaching practice earlier this year, so there was a chance for the researcher to interview the student teachers.

Research Participant

The participants of the study were four female student teachers of the English Language Education Department batch 2016 at one Private Islamic University in Yogyakarta who have had experiences in the internship program. Non-probability samples were chosen in this research. Showkat (2017) said that non-probability

sampling technique uses non-randomized methods to draw the sample. The participants were selected because they are easy to access. The researchers used purposive sampling technique, or judgment sampling. Keith, Lawrence, and Louis (2011) stated that “purposive sampling involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest” (p.156).

The participants were chosen based on several reasons related to the research. First, student teachers taught writing for the first time in high school. Therefore, student teachers felt curious to use the teaching writing strategies. Second, these students had already learnt theories of education and teaching practices in semester five but they had not had any experiences in teaching senior high school students. Hence, selected participants were already aware of the theories of teaching writing. Meanwhile, the teaching experience in school is the first time, thus students have to try various strategies and find some problems in the classroom. In the teaching practice, there were ten internship students at the school, but six out of ten student teachers taught other skills besides writing. Therefore, four participants were chosen because they taught writing skills. The researcher used the pseudonyms in reporting the result in order to protect the identity of the respondents. The researcher changed the name of participants into Anna, Bia, Caca and Dya.

Data Gathering Technique

The interview was conducted to attain more information. This research used the interview guide approach as the instrument. The interviewer can pursue in-depth

information around the topic. Cohen et al. (2011) argued that “the guide approach is aimed to ensure that the same general information is collected from each interviewee” (p.421). It provides more focus than the conversational approach, but it still allows adaptability in getting the information from the interviewee. The purpose of this technique is to explore the opinion of the teacher about the strategy that is being implemented.

Open-ended item was used as the type of interview. Cohen et al. (2011) argued that the advantage of open questions is allowing the researcher to attain in-depth information. The question format that the researcher used in the interview guideline is indirect form. The researcher asked question which aimed at obtaining in-depth information based on the participants’ views. According to Cohen et al. (2011) indirect questions can get more information by asking participants’ views.

The researcher used unstructured responses. Cohen et al. (2011) argued that unstructured responses allow questions based on the interviewee's responses and proceeds to be friendlier. Furthermore, unstructured interviews are more flexible as questions can be adapted and changed depending on the respondents’ answers.

Data Gathering Procedure

The researcher made an interview guideline. In the interview guideline there are main questions and follow up questions related to the research question. The instrument was already created. Before doing the interview, the researcher made an appointment with the participants. Then, the researcher contacted the participant through WhatsApp and Line applications. The researcher was conducted the research

at Private Islamic University in Yogyakarta. The interview was conducted four times, meaning that each participant was interviewed once. It took approximately 30 minutes for each participant. The language used by the researcher was Bahasa Indonesia to ease the participants and the researcher to communicate, because they share the first language. The researcher used tools to conduct the interview. First, a mobile phone recorder was used to record the participants' voice. Second, a pen and a notebook were used to write down the information from the participants. Third, interview protocol was used for this research.

Data Analysis

To analyze the data, the researcher used descriptive qualitative analysis. There are several steps of analyzing data according to Saldana (as cited in Mahpur, 2017). The first is verbatim, which is the transcribing of the whole interview from the audio recording into a set of sentences as the original audio from the interview. The researcher prepared sentence structure from the recording results into a group sentence as the original audio from the interview. Thus, researcher has given the code of each data that has been converted into data that is ready for coding. The second is breaking down the data. It aims to obtain the psychological facts of the data that have been collected for disaggregation. In breaking down the data, the researcher already made the sentence to be well organized and could make it easier for researchers to understand the meaning. The third is probing. Probing is conducted to cross-check the data to the subjects with the aim to make the psychological facts more accurate and profound. In this process the researcher made a note regarding the follow-up

question. The note was intended to enable researchers to get more in-depth data. Four is categorizing. Categorization can be interpreted as the conclusion of the analysis after the researchers looked at the collection of facts and relationships between facts. In this process, the researcher made categorization so that the researcher got nine themes that were used for the next process, namely narration. The last step is narrating. The researchers began writing the results in written form. The researcher discussed nine categorizations in depth.

Trustworthiness

Trustworthiness in this research has function to ensure that the data obtained was valid or not. According to Shenton (2004) there are four types of trustworthiness namely credibility, dependability, confirmability, and transferability. According to Polit and Beck, credibility was the truth of the research findings (Cope, 2014, p. 89). In analyzing the data, the researcher ensured that the data which she collected was true. Trustworthiness in this research was then supported by member checking. Creswell and Miller (2000) mentioned that “member checking consists of taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information” (p.127). The researcher contacted the participant again to confirm the truth of the data. The participants checked the interview transcripts. In member checking, all of the participants did not change their statement. The participants only gave explanations related to their statements. Thus, the data of interview was valid because the transcription had been checked by the participants.