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 seven sections namely research design, research setting, research participants, data collection method, data collection procedure, data analysis, and trustworthiness. Several theories are also included in this chapter to support the methodology in this study.

Research Design

The aim of the research was to investigate the teachers' perception on using flashcards as learning media in elementary school. The researcher used the qualitative research design for this study. According to Cresswell (2012), qualitative research is a type of educational research method which is the best way to investigate problems and elaborate a specific and detailed understanding of the main problem. Therefore, the qualitative approach was the appropriate method to be applied in this research because it could help the researcher to explore the teachers' perception.

The researcher applied the descriptive qualitative design for this study. Merriam (1998) stated that the goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Based on Merriam's statement, if the researcher uses descriptive qualitative design, the reseacher can get specific information from the participants. Also, the researcher used the descriptive qualitative design to analyze and investigate the research. Creswell (2012)

asserted that through description, it will give detailed representation setting, people, place, and events. That way, using descriptive quaitative design coud 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.

Research Setting

This research conducted at one elementary school in Yogyakarta. The researcher chose that place because the school had English teachers. Based on the researcher's observation, some of the teachers used flashcards as learning media to teach English to their students. Besides, the researcher had already practiced teaching internship program at the elementary school. The researcher conducted the research from March until May 2019. The collection and analysis of the data was conducted in two months. Besides, it took three weeks to complete the data.

Research Participants

The participants of this study were three English teachers at one elementary school in Yogyakarta. The participants were assigned to be pseudonyms to keep their identities such as Ms. Betty, Ms. Veronica, and Mr. Andrew. The researcher used a pseudonym because the researcher intended to keep personal information of the participants. According to Allen and Wiles (2016), a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy. This research applied the non-probability sample. Cohen, Manion, and Marison (2011) stated that non-probability samples originate from the researchers in determining a specific group in the full knowledge which does not represent a wider population. They also stated that

these samples can be used for case study research, ethnographic research, or action research. Thus, this study used the non-probability sample types. The researcher had specific criteria for the participants. Firstly, the participants should be an English teacher at elementary school because the researcher wanted to look through the teachers' perception. Secondly, the participants should be active in using flashcard media in the learning process especially for elementary school. For the reason, they had many experiences in the learning process especially in using flashcard as a learning media in elementary school. Lastly, they needed to be currently teaching English at the elementary school. In that school, they had four English teachers. However, the researcher had the specific criteria. Therefore, the researcher only chose three teachers as the participants of the research. The statement mentioned was in line with Arif (2017) who said that experienced teacher was a teacher whose tenure was more than ten years. Likewise, the participants had used the flashcard as learning media for their students because this research investigated more about the flashcard as learning media in elementary school.

The first participant was a female English teacher at elementary school in Bantul. The first participant was mentioned by pseudonym as Betty. She had been teaching English for fifteen years. From all of those years, she spent for teaching at elementary school. She is thirty-eight years old. She used the flashcard as learning media in every semester. The interview was held on Friday on 12th of April 2019 at teachers' office at that school. The interview took around thirty minutes and twenty-two seconds.

The second participant was a female English teacher of elementary school in Bantul. The second participant mentioned by pseudonym as Veronica. She had been teaching English for twenty-one years. Those twenty-one years were spent for teaching at the elementary school. She used flashcard as learning media very often. She is forty-three years old. The interview was held on Saturday on 13th of April 2019 at teachers' office at the Elemntary School. The interview took around fourteen minutes and twenty-one seconds.

The third participant was a Male English teacher of elementary school in Bantul. The third participant was mentioned by pseudonym as Andrew. The participant had been teaching English for eleven years. All of those years were spent for teaching in that elementary school. He is thirty-five years old. He often used flashcard as learning media. Therefore, the interview was held on Saturday 13th of April 2019 at teachers' office of the elementary school. The interview took around nine minutes.

Data Collection Method

The reseacher used interview to collect the data. The interview was used to collect the data to answer the research questions about the strengths and the weaknesses of using flashcards as a teaching media at elementary school. According to Cohen, Manion and Morrison (2011), interview is a flexible instrument for data collection, allowing multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The type of interview used in this study was standardized open-ended interviews because the researcher wanted to reduce interviewers' bias and effect when doing the interview. In the open-ended item,

the participants supply frame of reference and put a minimum of restraint on the answers and the expressions (Kerlinger as cited in Creswell 2012).

The construction of questions used by researcher was open-ended items because open-ended questions were flexible. Cohen (2011) mentioned that there are several advantages of the open-ended questions, and those are flexible. Also, they enable the interviewers to investigate so that they may go into more in-depth information or correct any misunderstandings. Regarding the statement mentioned, the researcher decided to choose open-ended questions for the collection of data.

The researcher adopted indirect questions for this study. Specifically, the researcher chose the indirect questions because the researcher could get forthright and open responses. Cohen et al. (2011) stated that the indirect form is more likely to result in forthright and open responses. The researchers choose unstructured responses for this study because the researcher can get participants to answer in whatever way they choose. They also said that unstructured responses allow the participants to explore their answers in any way which hey choose to.

Data Collection Procedure

The researcher created the interview schedule to construct the gathering instrument. The researchers looked for the phone number of the participants and contacted them. Then, the researcher contacted the participants via WhatsApp. The reseacher needed an agreement from the participants to ask for their time. Besides, the researcher and the participants decided the place and time of conducting the interview. The language used in the interview and communication was Indonesian language because it was the researcher's and participants' first

language. Also, it could reduce misunderstanding, and the researcher could have an easier time to communicate with participants. Besides, the researcher needed some tools to conduct the interview. The researcher needed an interview guideline, note, pen, and smartphone. The smartphone was used to record the participants' voice in the interview and measure the duration of the interview. Thus, the duration of the interview approximately took thirty minutes for each session.

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.

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. In addition, the researcher used a pseudonym such such as Ms. Nurul, Ms. Dani, and Mr. Anang since the researcher intended to keep personal information of the participants. Allen and Wiles (2016) asserted that a pseudonym is unreal name which is often used by researcher or writer to personally keep participants' privacy.

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. Besides, Morse and McEvoy (2014) explored that member checking defined as returning back the transcribed interview to the participants and asked those participants if the answers represented their thoughts. The researcher reached back the participants through social messenger by sending the transcript file to those three participants to avoid any misunderstanding. All three participants confirmed that the data sufficiently represented the interview, and there were no any other additions for the answers towards the interview.

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 inforation each coding step is explained in the following paragraphs.

. The first step of coding was open coding. Open coding is a process to code important answer from the participants. Open coding can be performed on a line-by-line, phrase-by-phrase, sentence-by-sentence, or paragraph-by-paragraph (Cohen, Manion, & Morrison, 2011). Besides, open coding is the process when the researcher appends a simple label in a piece of text which aims to define and classify the transcribed data based on the participants' answers. For example, in each sentence which answered the research questions, the researcher gave a code such as A.1.1. The A word was the first participant, number 1 was the first research question, and another number 1 was the answer found from the dialogue.

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, they also stated that analytical code is more than descriptive coding, and it becomes more interpretive.

The third step of coding was axial coding. In axial coding, the researcher classified the similar meaning of the label. Cohen, Manion, and Morison (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. There were seven categories of strengths on using flashcard as learning media in elementary school which answered the first research question. Besides, the flashcard could develop students' vocabulary, being easy to understanding the material, creating fun learning, making students to be more creative, providing the pictures and full of color, effective for teaching English, and simple media for teaching English. Besides there were also three categories of weaknesses on using flashcard as learning media in elementary school which answered the second research question. Those categories included flashcard only for learning new vocabulary, too small size of flashcard, and only focusing on sense visions.

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. 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. 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.

Trustworthiness

The validity of the data is a standard validity of the retrieved data. Sugiyono (2007) asserted that validity is benchmark accuracy between the data that happens to an object of research with data which can be reported by

researchers. Besides, the valid data are data which do not differ between the data reported by researchers with the real data object occurred on the research. In qualitative research, the term of trustworthiness is used instead of validity. There are several types of trustworthiness called transferability, credibility, dependability, and conformability. Trustworthiness was conducted to maintain the correct data. To check the trustworthiness of the data, the researcher applied the credibility by using member checking and triangulation data. Member checking is the qualitative technique used to establish the tenet of credibility in trustworthiness which shows that the findings are accurate and honest. 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. In triangulation data, the researcher used the interview to get the data of the research from the participants. In doing member checking, the researcher showed the transcript of the interview of the teachers' perception on using flashcards as learning media at elementary school. Besides, if the results were agreed by the elementary school Englishl teachers through the transcript, the researcher kept writing the results in the chapter four, finding and discussion.