

Chapter Three

Research Methodology

This chapter explains the research methodology used in this study. This part includes the research design, research setting and participant, data collection method, and data analysis. Besides that, the researcher also provides reasons why the researcher decided to use the methodology, the setting, the participant, and the instrument of the study. In addition, the researcher explains how the data were collected and were analyzed.

Research Design

This study was to find out the problems and the teachers' strategies in teaching tenses, so it needed a research design which guided to find out in-depth results. Therefore, the researcher used a qualitative research. It was an appropriate research method for this research due to the purposes of this study. The researcher wanted to find out the problems faced by English teachers and the teachers' strategies in teaching tenses. Thus, the researcher described the findings by using a form of words not numbers for collecting the data. According to Creswell (2012), the major characteristic of the qualitative research is using words for collecting the data. Therefore, this study included the description of the participants' view about the problems and the teachers' strategies in teaching tenses through words.

The researcher used the descriptive qualitative research as the research design of this study. The research design was appropriate for this research,

because it described the problems and the teachers' strategies in teaching tenses in descriptive explanations. It means that the explanations of the findings were detailed and understandable. Through descriptive qualitative research, the findings were explained thoroughly and the findings were related to theories from the previous study. Merriam (1998) pointed out that a descriptive qualitative research is used to describe a finding which has a tick and a rich description. Besides that, the researcher wanted the findings to be able to cover all focuses on this study.

Research Setting and Participants

In this part, the researcher states where the research was conducted. The researcher also explains the participants who helped to find out the findings. In addition, the researcher also states the reasons why the researcher chose the setting and the participants.

Research setting. The research was conducted at Language Training Center of Universitas Muhammadiyah Yogyakarta (LTC of UMY). The researcher took LTC of UMY, because the institution provided some qualified teachers and it was certainly found that teaching tenses was included in teaching materials. In every semester, LTC teachers of UMY involved teaching tenses. Another reason was that there were a lot of teachers who had experienced in teaching tenses. The teachers also taught university students from various majors, so the problems and the teachers' strategies in teaching tenses could often occur. Moreover, the place was easy to be reached as it was still around the university. The collection of data was held in January, 24th until February, 23rd 2017. It

included interviewing the participants, transcribing, member checking, and coding the data.

Research participants. The researcher chose four English teachers of Language Training Center of Universitas Muhammadiyah Yogyakarta (LTC of UMY) as the participants. Teachers of LTC of UMY are assigned to teach English to students who are not from English Education Department. The teachers intently taught grammar including tenses as the basic knowledge to learn four language skills. Consequently, the teachers were required to have some strategies applied in teaching tenses to deliver the tenses.

The researcher had some criteria for choosing the participants. First, the participants had experienced to teach tenses at least two semesters. According to Creswell (2003), a researcher supposes to choose the participants who know well the situation or the context which have been experienced. Second, the participants frequently taught tenses and they had some strategies in teaching tenses. In addition, the English teachers were accessible for being participants.

The researcher took four participants in this study. Three of four participants were female and one of four participants was male. The participants had experienced to teach tenses during two years until seven years. The duration of their experience means that they knew the contexts of tenses well. It was related to the criteria. Patton (2002) said that if a researcher wants to get in-depth information, it is from a small number of people and there was no rule for sample size in qualitative process. It depends on what the researcher wants to find out, the purpose, and what can be done with available time and resource. In addition,

Cohen, Manion, and Morrison (2011) also highlighted that in determining the number of participants, there is no simple rule of thumb, because it depends on the aims of the interview, such as gaining a range of responses and providing in-depth information. The researcher considered that the participants had given enough information and complete data. Therefore, four participants were enough, because the researcher had obtained rich findings.

Instrument of Study

This research used an interview as an instrument to collect the data. According to Cohen, Manion, and Morrison (2011), an interview is a direct verbal or non-verbal interaction between the individuals which had specific purposes and well-formed questions. The researcher used an interview as an appropriate technique to gather deep information in qualitative research. By using interview, the participants were involved actively to give the views and the information which could help the researcher to obtain the findings. Cohen, Manion, and Morrison (2011) pointed out that one of the purposes of the interview is to obtain the participants' opinion thoroughly.

For the interview guideline, the researcher used standardized open-ended interview for this study, because the researcher wanted to gain information in order. Another reason was that standardized open-ended interview could make the interview easier. According to Cohen, Manion, and Morrison (2011), standardized open-ended interview has benefit in decreasing interviewer's effects and bias when the interviewer tried to ask leading questions. In addition, the researcher used open-ended questions. Open-ended items were flexible, so it allowed the

participants to answer the question freely, but it was still related to the topics and the outlines, because the researcher asked the questions based on the interview guideline. According to Cohen, Manion, and Morrison (2011), open-ended items permit the interviewer to analyze. Thus, all of the participants answered the same questions, so the responses were comparable.

When designing an interview guideline, the researcher formulated the questions based on the previous studies which were related to the research questions and the purposes. Thus, the researcher did not create the subjective questions, but it was from the theoretical basis of the previous studies. According to Cohen, Manion, and Morrison (2011), the advantage of designing an interview guideline is to achieve “greater uniformity of measurement and greater reliability” (p.416). In addition, the researcher used an expert judgment for making the interview guideline valid and reliable. It means that the researcher did consultation with an expert who was competent in this study. After the expert approved of the interview guideline, the researcher started to collect the data.

Data Collection Method

The researcher did several steps for collecting data. First step, after the researcher got formal permission to conduct a research at LTC of UMY, the researcher made an appointment with the participants through chatting them via WhatsApp. After that, the researcher did the interview with the participants. The interview was conducted face-to-face between the researcher and the participants. When doing an interview, the researcher used bahasa Indonesia, since the researcher wanted the participants to understand what the researcher meant and it

was to avoid ambiguity, so that the interviewer cleared up misunderstandings with the interviewee where there were some answers which were not clear enough. The researcher recorded the interview by using tape recorder and also prepared a booknote to write the participants' answer. Each of the participants needed forty minutes until one hour when doing interview.

Data Analysis

In this part, the researcher describes how the researcher analyzes the data which had been obtained. The researcher explains the steps of analyzing. The steps of analyzing start from transcribing, member checking, coding, and reporting.

Transcribing the data. After the researcher obtained the data from conducting the interview, the researcher transcribed the recording result into words through listening to the record of an interview. Transcribing is writing down what the participants said in the recording which is to obtain the points of participants' answers (Cohen, Manion, & Morrison, 2011). The researcher used verbatim transcription. It means that the researcher did not add anything or did not change the participants' statements. It was to make the researcher easier in transcribing the recording, because the researcher wrote what the participants said directly without thinking how to change it into the new statements.

Member checking. The next step was member checking. Member checking was that the researcher gave the transcriptions of the record to the participants. The participants checked to make sure that the transcriptions were based on what they said in the interview. After the transcriptions was checked by

the participants through hard file and soft file whether it was same as their statements or not, the researcher got feedback from the participant, because there some words that were not appropriate with the participants' answer. Then, the reseacher got signature from the participants after revising it. Therefore, the researcher did member checking to prove that the transcriptions were not manipulated.

To make the data valid and reliable, the researcher did member checking. Cohen, Manion, and Morrison (2011) said that comfirmability, dependability, and thick description are the examples of the basic vailidity in qualitative research. Confirmability and dependability means that the researcher needed to give the transcription of the interview to the participants, so the participants gave feedback to the researcher and checked whether the transcription was appropriate with the participants' statements or not. In addition, for creating the thick description, the researcher also provided detail theories from the previous studies to support and strengthened the findings. Furthermore, confirmability, trustworthiness, thick description, and dependability are included in the basis of reliability in qualitative research (Cohen, Manion, & Morrison, 2011). For gaining the comfirmability and trustworthiness, the researcher needed to do member checking with the participants. For dependability, the researcher was required to go back to the participants to make sure that the findings were reliable.

Coding. The researcher conducted a coding after doing member checking. Cohen, Manion, and Morrison (2011) said that the researcher is able to identify the similar information through coding. That coding was to categorize the data

into some points. Conducting coding helped the researcher in obtaining acceptable findings. The findings were gained easily when the researcher did coding. Coding was organized in some steps; open coding, analytical coding, axial coding, and selective coding.

Open coding. The first step was open coding. Cohen, Manion, and Morrison (2011) pointed out that “open coding is usually the earliest, initial form of coding undertaken by the researcher” (p.561). In open coding, the researcher described and categorized two points in a simple table, such as problem and strategy. The researcher divided the information which was similar to make it clear and simple.

Analytical coding. The next step was analytical coding. In this step, the researcher more described the code. The researcher interpreted the code. This step was focus on a specific set of translated statements of the participants and themes of two categories. Analytical coding became one table with open coding, because the analytical coding was related to open coding.

Axial coding. After the researcher conducted the open and analytical coding, the researcher did axial coding. This step was focus on a specific set of points. In axial coding, the researcher made several points that were from open and analytical coding into more limited. The researcher categorized the points which had similar meaning to each other.

Selective coding. The next step was selective coding. This coding became one table with axial coding. It was almost same as axial coding, but the researcher was more selective when choosing the category. The process of selective coding

was related to the findings of this research. Thereby, the researcher decided the categories which were acceptable and were compatible with the aims of this study. From the selective coding, the researcher found out the result of this study to answer the research questions.

Reporting. The researcher reported the data after the researcher had done to collect the data. The researcher analyzed data and described the findings. The researcher reported the data through words and explained the findings. The findings were the problems and the teachers' strategies in teaching tenses. The researcher also provided review of related study to support the findings when reporting the results.