Chapter Three

Methodology

This chapter discusses the methodology that be used by the researcher. The first, the researcher discusses about research design. The second is present the setting and participant of this research. Later on, it discusses data collection methods. In this part the researcher explains about the method that the researcher used to collect the data and the last discusses data analysis.

Research design

The researcher used qualitative approach in this study, where the design of this research is descriptive qualitative. Hancock, Ockleford, and Windridge (2009) highlighted the purposes of qualitative research design which is to explore common experiences of individuals to develop a theory, to explore the culture of the group of people and to explore individual stories to describe the lives of people. The reason why this research used descriptive qualitative is because the researcher wanted to know the detailed information about what happened in the classroom, especially related to the problems in managing classroom faced by student-teachers and their strategy to solve the problems. For this reason, qualitative design was the best appropriate to answer the research questions in this research.

Setting and Participant

Setting. The research took place at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY). Universitas Muhammadiyah Yogyakarta is university that is located in the suburb of Yogyakarta city, on South Ring road of Yogyakarta. The researcher chose EED of UMY as the setting of the research because EED of UMY provides teaching practice to introduce the students to the real classroom situation. Another reason because the background study was happened surroundings the researcher which is in EED of

UMY. Here, the researcher knows the teachers and also the students who become the participants. The researcher conducted the research in March to April 2017.

Participant. To conduct the interview for this study, the researcher chose four students of EED of UMY batch 2013. They have finished internship program in elementary school, junior and senior high schools meaning they have encountered various problems during their teaching practice program. Besides having experienced teaching in elementary and high schools, the research required the participants to have minimum B score for all scores of Internship programs they enrolled to ensure that the participants have capability in teaching. It means that the participants were considered capable in handling problems during teaching practice.

Data Collection Method

The researcher used interview to collect the data in order to get the information about problems and strategies in classroom managements of the participants' experiences. The interview guideline was constructed based on the theories involving expert judgment. To do the interview, the researcher made appointment first with the participants. Besides preparing the interview guideline, the researcher prepared several stuff relating to interview section, such us hand phone to record, book and pen. The interview took about 10-15 minutes. The researcher used Indonesian language to avoid misunderstanding between the researcher and the interviewees. The interview was conducted one on one.

Data Analysis

After interviewing the participants, the researcher analyzed the data. Before analyzing the data, the researcher transcribed the interview result. According to Kvale (1996) as cited in Cohen, Manion, and Morison (2011) the transcript can become an opaque screen between the

researcher and the original live interview situation. After transcribing, the researcher did the member checking to ensure the validity of the data. This step was used to ensure that the researcher did not manipulate the data. The result of member checking was that the participants agreed with what was written in the transcription. They confirmed that the data were not manipulated. Then, after conducting the member checking, the next step was coding.

According to Kerlinger (1970) as cited in Cohen, et.al. (2011), coding is the translation of question responses and respondent information that categorized into specific category for the purposes of analysis. There are several steps in conducting the coding, those are open coding, analytic coding, axial coding, and selective coding. Below are the explanation of the types of coding from Kerlinger (1970) as cited in Cohen, et.al. (2011).

The first step was open coding. Open coding is gave a new label that the researcher attached to a piece of text to describe and categorize that piece of text. Open coding is the first process of coding. In open coding the researcher groups the codes into categories based on the criteria that the researcher has decided or known as labeling. The second is analytical coding. The analytical coding is almost the same as open coding, however, an analytical coding is more specific than the open coding. In this case, the researcher put the open coding in the same table as analytical coding. The third is axial coding. In this step, the researcher recombined the data that were originally segmented into one category. Then, the researcher began to classify the same answer from all of the participants. When the answers were not the same, the researcher made new classification. The last is selective coding. In selective coding the researcher identified the core categories which are the problems and strategies in classroom management.