

Chapter Three

Research Methodology

This chapter explains the method used in this study. Firstly, the researcher explains the research design of this research. Secondly, the researcher describes research setting and participants. Thirdly, the researcher explains the instrument used in the study. Fourthly, the researcher describes the data collection method. The last, the researcher explains the data analysis used in this study.

Research Design

The purposes of this research was to find out the strategies used by pre-service teachers in teaching speaking and the challenges they face in employing those strategies, so the researcher uses qualitative approach. Cohen, et al. (2011) stated that qualitative research is also used to find out trends in thought and opinions, and dive deeper into the problem. Since this research was going to explore the pre-service teachers' thought about their experiences in teaching practice, qualitative research was best to be used as the research design.

The researcher used descriptive qualitative design. According to Sandelowski (2000), qualitative descriptive is especially to gain the honest and detail answers to questions relating to what are people's responses (e.g., thoughts, feelings, attitudes). It meant that the researcher tried to get much information from the participants. Besides, the result of this study was a thick of words or description, choosing descriptive qualitative was suitable to be used. The description of this study focused on explaining the strategies used by pre-service

teachers and the challenges in employing those strategies in teaching speaking.

The researcher also used descriptive qualitative study because it could give more detail explanation about the information.

Research Setting and Participants

In this part, the researcher explains the setting and the participants of the study. The research setting discusses the place and the time of the study was conducted. The research participants discuss the people who got involved and criteria in choosing participants. The researcher also gives the reasons of choosing the setting and the participants.

Research Setting. The research took place at English Education Department of UMY. The reason why the researcher chose this place was because English Language Education Department of UMY provides internship program that gave opportunity to ELED students to practice their teaching ability. Another reason was that the participants and the researcher studied at English Education Department. Therefore, it was easy to gather the data. The time of the data gathering started from 24th May 2017 until 3th June 2017.

Research Participants. The participants of this research consisted of five students from English Language Education of Department batch 2014. In this study, participants would be called as pre-service teachers. In qualitative research, the number of participants is not generally determined and it depends on the needed number to acquire the important information from this study (Sargeant, 2012). Hence, the researcher decided that choosing 5 participants to get the data would be enough and valid. The researcher selected students of batch 2014 as the

participants because they had done the teaching practicum in elementary school, junior high school, and senior high school. Therefore, they have experiences in teaching practice including employing the strategies of teaching speaking and facing challenges in employing those strategies.

At first, the participants were chosen randomly. The researcher contacted the students of batch 2014 one by one. There were fifteen students that the researcher contacted, but only eight of them agreed to be interviewed. Before conducting the interview, the researcher made some considerations of the students' lesson plan and the number of meeting in teaching speaking. First, the students were asked to show their lesson plan as the confirmation whether or not the teaching objectives during internship program were achieved. Second, these participants need to complete at least three meetings of the internship in order to be interviewed. The reason was because by teaching three meetings, pre-service teachers would have experiences and different strategies in teaching speaking. After the researcher checked the lesson plan, evidently, five participants met the number of meeting criteria in teaching speaking. For this reason, the researcher was focused on batch 2014 as the participants for this study. In this study participants are presented as Participant one, Participant two, Participant three, Participant four, and Participant five.

After the researcher checked the participants' lesson plan, the researcher found that every participant had different number of meeting in teaching speaking. Based on the lesson plan, the researcher found that participant one, participant two, and participant three had five meetings in teaching speaking. Meanwhile,

participant four had four meetings and participant five had three meetings in teaching speaking.

Data Collection Method

In this part, the researcher explains the technique of data collection. The technique is use interview. The researcher also did some steps to doing interview process.

Method. This research used interview as a data collection method of this study. This research used in-depth interview, because the information were in detail and clear. According to Boyce and Neale (2006), in-depth interviews are useful when researcher wants to get detail information about person thoughts or want to explore new issues in depth. The researcher decided to use open-ended question in which there was no limitation in answering the question. Hence, participants were free to answer the question. The interview was conducted in Indonesian language because it was the first language of interviewer and the participants. Therefore, it could help to avoid misunderstanding and miscommunication between participants and interviewer as well as to make participants' comfortable in answering the question. Therefore, the information was detail and clear.

Procedure. There were several steps in conducting the interview process. First, the researcher made interview guidelines. Second, the researcher made consent with the students of English Language Education Department who would be the participants of this research. Third, researcher made an appointment with

the participants on the time and place of the interview process. Finally, the researcher met the participants and did the face to face interview.

Instrument of the Study

In the interview process, the researcher used three tools. The tools include interview guideline, voice recorder, and pen and book note.

Interview guideline. The interview guideline was designed based on the literature review. The researcher created the interview questions which would able to answer the research questions of this research. Besides, the researcher made the interview guideline to make the interview process more structured.

There were four questions proposed. The first question was related to strategies that pre-service teachers use. The question could answer the first research question. The second question was related to the implementation of the strategy. The third question was related to students' responses regarding teaching strategy implemented by pre-service teachers. The last question was related to the challenges in implementing those strategies which can be used to answer the second research question.

Voice recorder. In the process of the interview, the researcher used voice recorder to record the conversation. The voice recorder was used as documentation that could help the researcher played the recording when missing some information in order to make the researcher got clear information.

Pen and book note. In the process of interview, book note and pen were also needed. These two tools were used to write down some important points.

Data Analysis

After the researcher finished collecting the data, the researcher analyzed the data. Data analyses included in this study were data transcribing, member checking, and coding. According to Hancock, Windridge, and Elizabeth (2007), transcribing is a procedure for producing a written version of an interview or conversation. After the data was transcribed, the researcher did member checking with every participant. Its aim was to ensure the data was valid and in accordance to what participants said. The researcher met every participant to do the member checking by showing the transcribed script of the interview to the participants in order to ensure whether or not it was in line with what they said. The participants confirmed that the transcript matches with their statement.

The next step is coding. Coding is processes of decreasing the amount of raw data which is relevant to the research question, breaking the data into manageable section, which allow the researcher to transform raw data to higher-level insights or abstractions as the development of theme (Vaismoradi, Jones, & Turunen, 2016). Coding helped the researcher to classify general information into specific information. There were four steps in coding. First step, the researcher underlined the important point from the answer of participants. Second step, the researcher labeled the data to categorize the information. Third step, the researcher gave theme or topic from the statement of the participants. Before giving theme, the researcher translates the participants' statements. As a result, the theme or topic would be based on the core of participants' statements. The fourth step, the researcher grouped the theme based on similar meaning of all

participants. Afterward, data coding was reported by the researcher in form of words.