Chapter Three

Methodology

This chapter outlines the methodology used in this study. The methodology of this research explained detail in this chapter. This methodology consists of research design, setting and participant, data collection methods, and the last is data analysis. Several theories are also included in this chapter to support the research methodology.

Research Design

This research was conducted to investigate the students' perceptions on the implementation of Soft Skill Training program. Based on the research purpose, qualitative research design was used in this research in order to find out more detail about participants' statement or perspective. Denzin and Lincoln said that qualitative design involves the studies that use collection of a variety of empirical materials – case study, personal experience, introspection, life story, interview, artifacts, and cultural texts and productions, along with observational, historical, interactional, and visual texts – that describe routine and problematic moments and meanings in individuals' lives (as cited in Mason, 2002).

Therefore, qualitative research design was appropriate to used in this research because the participant's perspective would be according to participants' personal experience. This was in line with the research which was based on participants' personal experience. The main reason for using qualitative research should be that a research question requires the use of this sort of approach and not a different one (Flick, 2014).

Setting and Participant

This research was conducted in ELED of UMY. The researcher has reasons in choosing ELED of UMY. Firstly, ELED of UMY was accessible for the researcher to choose the participant because the researcher is a student of English Education Department. Second, there is soft skill training program in ELED which is held the program consistently. Besides, ELED of UMY also has model of how the implementation of this program with SOP (Standard Operational Program). The data were taken in October 2017.

The participants of this research were students at ELED of UMY. The researcher chose four students as participants who fulfilled the criteria. The criteria were participants who had joined Soft Skill Training program at least four times and students' at ELED of UMY. The participants were divided into two different categories. In the first category, there were two participants who had completed the attendance in Soft Skill Training program. Secondly, there were two other participants who skipped their attendance in Soft Skill Training program and these participants had to repeat Soft Skill Training program. The reasons of setting up the criteria were participants with those criteria had the experience in learning about soft skill lessons on Soft Skill Training program and participants knew the strengths and weaknesses of Soft Skill Training program better. The researcher chose the participants was based on the researcher observation in ELED UMY. By having small numbers of participants, the researcher could report details about each individual; the larger numbers of participants can result in superficial perspective (Cresswell, 2012). Besides,

according to Cohen, Manion, and Marison (2011), there are no exact rules about the size of the participants in qualitative research; size is informed by fitness for purpose. Hence, the researcher chose ELED UMY students to be the participants in this research.

Data Collection Method

In this research, the researcher used interview to collect data from participants. According to Berg (2007), the value of interviewing is not only because it builds a holistic snapshot, analyses words, reports detailed views of informants; but also because it enables interviewees to speak in their own voice and express their own thoughts and feelings. The interview used open-ended interview. Gubrium & Holstein stated that unlike the structured interview, open-ended interview is an open situation through which a greater flexibility and freedom is offered to both sides (i.e. interviewers and interviewees), in terms of planning, implementing and organizing the interview content and questions (as cited in Alshenqeeti, 2014). The interview used Bahasa Indonesia in order to avoid mistakes in data collection method.

The procedure of data collection method was divided into several steps. In the first step, the researcher prepared interview guideline as the instrument. In the second step, the researcher contacted the participants who were appropriate with the criteria and asked them to be participants of this research. The researcher contacted the participants through text message or phone call. After they agreed to be the participants, the researcher made schedule for the participant by message to conduct the interview. For the third step, the researcher met the participants.

Before that, the researcher introduced herself, explained the purpose of the research, and thanked for the participant who wanted to share their experience for research data. The researcher used in-depth interview. In-depth interview, also known as unstructured interviewing, is a type of interview which researchers use to elicit information in order to achieve a holistic understanding of the interviewee's point of view or situation; it can also be used to explore interesting areas for further investigation (Berry, 1999). Time allocation for an interview was around 5 – 10 minutes. A cell phone was used to record the conversation between the researcher and participant to make it easier to analyze.

Data Analysis

After the researcher interviewed the participants, the next step was analyzing the data. In analyzing the data, the researcher used some steps. Those steps were transcribing the record, member checking, and coding the data.

Transcribing the data was the first step to analyze the data which the researcher transcribed the interview from voice into text. The next step was member checking. Member checking is used to validate, verify or assess the trustworthiness of qualitative result (Doyle, 2007). In this step, the researcher checked the accuracy and validity of the transcription by giving the transcription to the participants. The participants checked the accuracy of the transcription result to avoid mistakes on the data. There was no revision from the participants.

After doing the member checking, the researcher conducted the coding. Coding in qualitative inquiry is most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative

attribute for a portion of language-based or visual data (Saldana, 2008). Coding helped the researcher to find similar information from all participants.

According to Kerlinger (1970) as cited in Cohen, et.al. (2011), coding is the translation of question responses and respondent information 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 is the explanation of the types of coding from Kerlinger (1970) as cited in Cohen, et.al. (2011).

There were several steps in conducting coding, and those were open coding, analytical coding, axial coding, and selective coding. In this research, the researcher conducted open coding as the first step of coding. The researcher grouped the statement into categories based on the criteria which the researcher had labeled. Second step was analytical coding. Analytical coding is usually the same as open coding, but he analytical coding is more specific than the open coding. Third step was axial coding. In this step, the researcher combined the data which had the same answers from the participants into one category. Fourth step was selective coding. In selective coding, the researcher analyzed and concluded every category of the data to get the coding results.