

STUDENT-TEACHERS' PERCEPTION ON THE GENRE BASED APPROACH

Chapter Three

Methodology

In this chapter, researcher will present methodology of this research to answer the main questions of this research. This chapter consists of research method, subject of the research, data collection method and data analysis method.

Research Design

The purpose of this research is to find the student-teachers' perception toward the implementation of the genre based approach in teaching practice. To know the perception of somebody means that the researcher needs to learn from the participant about their thought or understanding about the genre based approach.

Creswell (2012) stated that qualitative research is a type of educational research in which the researcher relies on the views of participants; ask broad, general question; collects data consisting largely of words (or text) from participants; describes and analyzes the words from themes; and conducts the inquiry in a subjective, biased manner. Qualitative research also can deal with certain phenomenon, where the researcher described the phenomenon in which they were interested (Wijayanti, 2011).

Specifically, this research used qualitative descriptive method. The reason why the researcher used this method because to find the perception of the student teacher, researcher cannot count using the number. Researcher need to describe the perception. Shields (2013) stated that descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer

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questions about how, when, and why the characteristics occurred. But descriptive research need to find what happen with the population that is being studied.

In the other hand, Hale (2011) stated that descriptive research methods are pretty much describing situations. They do not make accurate predictions, and they do not determine cause and effect. Clause (2014) added the definition of descriptive research as the name implies. Descriptive research methods are used when the researcher wants to describe specific behaviour as it occurs in the environment.

Research Setting

This research was conducted at the English Education Department Universitas Muhammadiyah Yogyakarta. The researcher start collecting data on August 2014. After three times collecting the data, finally the researcher finished it on April 2015. In that period, the researcher completed the research. There are some reasons why the researcher conducted the research at the English Education Department Universitas Muhammadiyah Yogyakarta. First, English Education Department had introduced the genre based approach in the principle teaching and learning course. The second the researcher's is one of students in English Education Department. Thus, it makes researcher easy in term of managing time and easy to achieve.

Research Participant

Participant of the research mean someone who is involved in the research as a participant. Best (as cited in Lestari, 2010) stated about research participants.

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Research involves gathering new data or using existing data for a new purpose from primary or first-hand sources. Research goes beyond the specifics objects, groups, or situation investigated and infers qualities of a target population from these observed in a sample group (Best, 1970).

In choosing the participant of this research, the researcher need to find the participant that understand about the main topic of his research. Creswell (2012) stated that in qualitative research, researcher can choose best people who can help him in understanding the central phenomenon. Purposeful sampling occurred in this research. Purposeful sampling itself refers to the technique that is widely used in the qualitative research for the identification and selection of information rich cases for the most effective use of limited resources (Patton, 2002). In the other hand, Bernard (2002) adds that the important in purposeful sampling is the availability and willingness of the participants and the ability to communicate experience and opinion in an articulate, expressive and reflective manner.

The participants of this research were four alumnae of batch 2010 of English Education Department in Universitas Muhammadiyah Yogyakarta. There are some criteria in choosing them as the participants. First, because they have learnt fully about the genre based approach when they took the principle teaching and learning class since the second year. The second reason is they have finished all of the teaching practices and some of them have experience using genre based approach. The third reason was their willingness and time availability to be interviewed. Moreover, in choosing the participants, the researcher considers to the reference in the previous paragraph which is stated that the researcher can choose best people who can help him in understanding the phenomenon in the

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research. The next reference also tells that the availability and willingness it also an important thing in purposeful sampling.

Data collection method

In this research, researcher use qualitative method to collect the data. In his book "Educational Research", Creswell states about qualitative data collection.

Qualitative data collection is more than simply deciding on whether you will observe or interview people. Five steps comprise the process of collecting qualitative data. You need to identify your participants and sites, gain access, determine the types of data collect, develop data collection forms, and administer the process in an ethical manner (Creswell, Educational Research, 2012).

By using the qualitative descriptive method, Researcher will interview participants using a recording device to take data from participants. The interview will be delivered in Indonesian Language to minimize the miss understanding between the researcher and interviewees. Creswell (2012) stated that in qualitative research, researcher collect data to learn from the participant in the study and develop forms called protocols, for recording data as the study proceeds. In qualitative research there are two main protocols: interview and observation. When collecting the data, the researcher only used interview protocol as the instrument of this research. The reason why the researcher did not conduct the observation is because here the researcher only wants to find the student teacher perception about the genre based approach. That is why the researcher thinks that by doing the interview is enough for finishing the research. Interview protocol itself is an activity in research which the researcher records notes about the

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behavior of participants to gather text or image data. It usually consists of five or more question (Creswell, 2012). Based on the reference, researcher conducted the interview one by one with the participant. In the interview researcher used audio recording to collect the data from the participant.

In the interview process, researcher asks the participants about what their perception towards genre based approach that they learnt and may apply on their teaching experiment. After recording the interview, the researcher transcribed the data into transcription. Then the transcription was explained by the researcher in the chapter four and the original transcript was enclosed in the appendix. But, previously the researcher also asked some questions to participants related to their understanding about genre based approach. This is to enrich the data of the research.

Therefore, there are some steps in collecting data of this research. Understanding the literature review and matching with the problem of this research are the first step of the data collection method. Then, the researcher made interview questions by considering the literature review. The next step was interviewing the participants that have been chosen by the researcher. After the interview step, the researcher transcribed the interview data into a transcription (from oral to text).

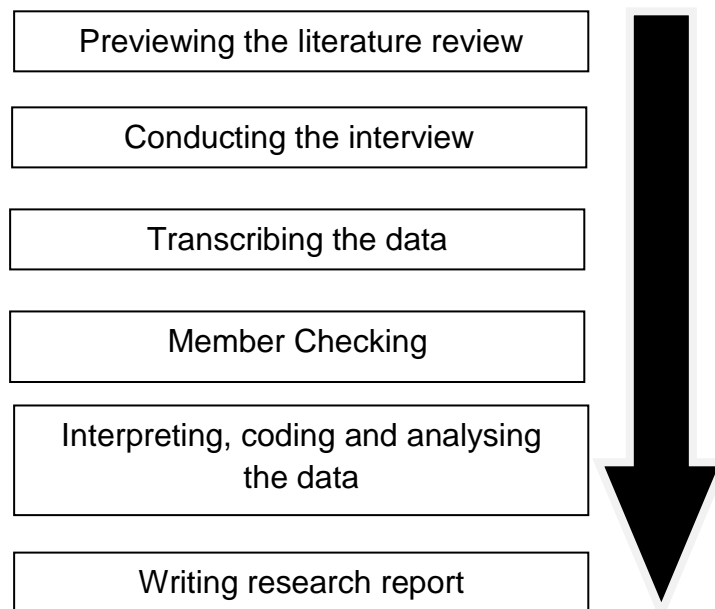
To check the accuracy of the data, the researcher chose member checking procedure for this research. Validity itself refers to whether the findings of a study is true or not in the sense that research findings accurately reflect the situation and supported by the evidence (Guion, 2014). Creswell (2000) also describe validity

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in qualitative data is based on determining if the findings are accurate from the standpoint of the researcher, participants and the readers. In the other hand, member checking is basically what the term implies an opportunity for participants to check particular aspects of the interpretation of the data they provided (Doyle, 2007). It consists of taking data and interpretations back to the participants in the study so that they can confirm the credibility of the information and narrative account (Creswell, 2000). After finishing the member checking, researcher continued the research with arranging the finding and discussion in chapter IV. The result of the discussion will be source for researcher to write the research report in the end of the research.

The data collection methods are depicted in this picture overleaf:

Figure 4: Data Collection Method



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Data analysis method

The next step of data analysis is categorizing the transcribed data. To categorize the data, the researcher used coding procedure to make a good categorization. There are three steps in the coding: open coding, axial coding and selective coding. Open coding is part of discussion that pertains specifically to the naming and categorizing of phenomena through close examination of data. Then, axial coding is a set of procedures whereby data are put back together by making connection between categories. The third is selective coding. Selective coding is a phase after axial coding. This is a phase of selecting category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and information (Strauss, 1990).

When coding was completed, the researcher elaborated the result of the research with the literature review in the chapter two. Here the researcher divided the result into some categories to answer the research question. The categories consisted of student teacher understanding about the learning cycles of genre based approach and the student-teachers' perception on the implementation of the genre based approach in teaching practice.