

## **Chapter Three**

### **Methodology**

This chapter presents the methodology used in conducting this research. This chapter consists of design of the study, setting of the study, participants of the study, instrument of the study, data collection method and data analysis. Then, some theories that support the research methodology are included.

#### **Design of the Study**

This research was conducted to investigate what teaching skills should be mastered in doing an internship program as perceived by ELED at one of the private universities in Yogyakarta pre-service teachers. In addition, this research was conducted to investigate what internal and external factors triggering ELED at one of the private universities in Yogyakarta pre-service teachers to improve their teaching skills in the internship program are. Based on the purposes of the research, the researcher used a qualitative research approach. A qualitative research design helps the researcher to get the detailed information from the participants. According to Creswell (2012) a qualitative study is a research design which aims to discover and build up understanding of a specific phenomenon. Creswell also argued that a qualitative research needs to explore participants to get in depth information about the phenomenon of the study. Thus, a qualitative research design was appropriate to be used in this research because the researcher gathered the in depth information about teaching skills and factors to improve teaching skills in the internship program perceived by pre-service teachers in ELED at one of private universities in Yogyakarta.

This research used descriptive qualitative design. According to Sandelowski (2002), descriptive qualitative is a detailed description about phenomena which is involving conversation between the researcher and the participants. By using a descriptive qualitative research, the researcher gathered and interpreted the information from the participants about a phenomenon by interviewing them. In this research, the phenomenon was about teaching skills should be mastered as perceived by EED of UMY pre-service teachers during the internship program and factors triggered pre-service teachers to improve their teaching skills based on their experience in doing internship program.

### **Setting of the Study**

This research was conducted in one of the private universities in Yogyakarta. The researcher had several reasons for choosing English Education Department as the setting of this research. First, this department obligated pre-service teachers to do an internship program in three different levels of school. These levels were elementary school, junior school and high school. Also, pre-service teachers of EED of UMY were trained about skills in teaching, such as how to make lesson plan, how to prepare the materials, how to use learning media and other skills. Second, according to researcher's experiences when studying at the department, the researcher found that pre-service teachers faced the difficulties in their teaching skills. The researcher faced some difficulties in her teaching skills. However, to get a representative and objective data, she needed to conduct the research that involved participants. Third, the researcher was a pre-service teacher at one of the private universities in Yogyakarta, so the researcher was familiar with the place to conduct this research. Then, the researcher got an

easy access to gather the data because the researcher knows the participants. Those reasons support the researcher to collect the data more effectively. Thus, the researcher decided the English Education Department of UMY as the setting of this research.

After determining the setting of the study, the researcher determined the time to gathering the data. The researcher started to collect the data on February 15th until March 25th in the even semester of the academic year of 2017/2018. After collecting the data, the researcher spent one month to analyze and report the data.

### **Participants of the Study**

The participants of this research were three pre-service teachers of EED of UMY batch 2014. The reason of choosing pre-service teachers batch 2014 was because they have more experience in teaching in the internship program rather than other batches. Besides, they have finished the internship program and might still have strong memory about teaching practice in the internship program they ever did. In addition, pre-service teachers batch 2014 were going to graduate, then they would be more active to reflect what they needed to improve teaching skills for their profession. Thus, they would be able to have more comprehensive answer to discover the research questions presented to this study.

In choosing the participants, the researcher decided to employ three criteria. First, the participant should be the pre-service teachers of batch 2014. Second, the participant should be the pre-service teachers who had finished all the program phases in the internship program. Third, the participants should have good grade for the internship program. It can be assumed that participants who get

a good grade could elaborate more about teaching skills should be mastered perceived by them. Also, they can elaborate more about internal and external factors that make them want to improve teaching skills in the internship program.

### **Data Collection Method**

To collect the data, the researcher used interview as the research method. “Interview is probably the most cited instrument in the entire field of qualitative research” Kvale and Brinkmann as cited in Englander (2012). In addition, Cannell and Kahn as cited in Cohen, Morrison, and Manion (2011) stated that the interview is two people who conducted a conversation initiated by the interviewer for the specific purpose of obtaining the information or the data related to a research. The researcher chose this method because the researcher gained in-depth information about kind of teaching skills should be mastered as perceived by pre-service teachers and factors trigger them to improve teaching skills in the internship program through the interview. Interview also allowed the researcher to clarify points stated by participants.

The researcher applied standardized open – ended interviews. It used interview guidelines with some basic questions that follow a sequence. The standardized open –ended interview is likely the most popular form of interviewing used in research studies because of the nature of the open-ended questions, allowing the participants to fully express their view points and experiences (Kerlinger, as cited in Creswell (2012). Additionally, open-ended questions are needed because they allow the researcher to probe in order to get depth data or avoid misunderstandings (Cohen, Manion, & Morrison, 2011). Then, the response mode was unstructured response because it allowed the

participants to answer question with their belief (Creswell, 2012). Thus, in open-ended questions, there are no limitation and free answer.

### **Data Collection Procedure**

The researcher contacted the participants via Whatsapp and Line to ask their willingness to become interviewee. After they agreed, the researcher made an appointment with participants to start the interview. The names of the participants were hidden by using pseudonym. The participants were named as Srikandhi, Kunthi, and Shinta. Then, the researcher used Indonesian language to ask the questions. Indonesian language was researcher and participants' mother tongue, so the participants more comfortable and easier to answer the questions. Also, the researcher used Indonesian language to avoid miscommunication. Then participants were interviewed one by one to obtain clear information related to the topic of this research. Also, the researcher recorded the interview using audio recorder. Before starting the interview, the researcher introduced herself at first, and explained them the purpose of interview. After finishing the interview the researcher asked about additional comment or information that may be added by the participant and the researcher thanked to them. Every participant spent eleven to fifteen minutes for the interview.

### **Data Analysis**

After gathering the data from participants through an interview, the researcher analyzed the data. The researcher conducted several steps in analyzing the data. The first step, the researcher organized and prepared the data for analysis. In this step, the researcher transcribed the data interview from voice recording into the text form. The second step, the researcher read all the data. In

this step, the researcher found a general sense of the information which have got. The third step, the researcher conducted the member checking to ensure the validity. The researcher did the member checking to clarify the trustworthiness of data from participants. It was aimed to check the data if there was mistake from the transcription. Moreover, by conducting member checking the researcher got the validity of the data. Winter (2000) as cited in Creswell (2012) argued that validity is a demonstration to measure and confirm the transcript to the participant to make it accurate. In member checking, the researcher showed the interview transcript to participants to check the errors. After getting participants' agreement about interview transcript, the researcher did the next step. The purpose of this member checking was to make sure that there was no addition or deletion information. The result of the member checking showed that there were no deletion information. There were no missed information of the researcher's transcription. The last step, the researcher used coding to categorize the data into the several parts. Coding is the process of giving the label for a piece of text that contains an idea or a piece of information (Cohen, Manion, & Morrison, 2011).

There were four steps of coding used by the researcher: an open coding, an analytic coding, an axial coding, and a selective coding. First step was open coding. Open coding is to categorize and describe the data into a simple label to define and categorize the data (Strauss 1990; Creswell, 2012). In this step, the researcher used open coding to generate categories and defines the data. The researcher categorized and identified the data based on the research question. Second step was analytical coding. Analytical coding is a group of descriptive codes that have analytic meaning and more explanatory (Creswell, 2012). In

this step, the researcher used analytical coding to made a theme of code more interpretive. Third step was axial coding. Axial coding was a category label to a group of open codes that have similarity so it becomes work within one category and other category to make a connection (Strauss 1990; Creswell, 2012). In this step, the researcher classified the data in to a category label of simple textual fragment in a detail analysis from the whole text based on the research questions. The last step was a selective coding. Selective coding identifies the core categories of the text data and integrates (Strauss 1990; Creswell, 2012). In this step the researcher identified the main categories of data, integrating them to form a theory. Then, the data were categorized, analyzed, and related to the literature review.

In this research, the researcher categorized the kinds of teaching skills should be mastered in doing the internship program as perceived by EED of UMY pre-service teachers. Then, the researcher categorized the internal and external factors that trigger them improve teaching skills. After that, the researcher described the findings of the data to answer the research questions.